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LESSONS IN SCHOOL TRAVEL WORK

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Abstract

This paper investigates the effectiveness of initiatives currently being introduced as part of school travel work and aims to understand how the delivery of these initiatives can be improved. The term school travel work is used to denote measures that encourage children to walk, cycle or take public transport to school. Although existing research in school travel work has investigated the effectiveness of individual initiatives on reducing car dependency, or evaluated the overall effectiveness of school travel plans, little research has systematically evaluated and compared the effect of a combination of initiatives on modal shift.

This paper is based on data collected between December 2005 and August 2006, including the use of questionnaires and in-depth interviews. The paper concludes that walking initiatives and education and training initiatives are considered most effective at reducing car dependency on the school run. Cycling initiatives, traffic management initiatives and improvements to public transport are considered reasonably effective at reducing car dependency. Car sharing initiatives and specialised school bus services appear to be less effective at reducing car dependency on the school run. The effectiveness of initiatives varies between schools on account of the school location, type of school, attitudes of the school and local authority and socio-economic factors.

Overall, it is considered that school travel work is reasonably effective at reducing car dependency. Key recommendations are made for schools, school travel advisors and Central Government to improve the effectiveness of school travel work in the future. It is considered that it is not possible to persuade all parents to abandon their cars and adopt more sustainable modes of transport, however, it is considered that school travel work can be effective at encouraging increasing numbers of parents and pupils to adopt more sustainable modes of transport on the school run.

1. INTRODUCTION

This chapter outlines the aims of the research, including the study objectives, methodology and outcomes, it also sets the research in its broader context by examining car dependency and national transport policy in Britain. The chapter concludes by examining car dependency in children, the nature of school travel work and the Government's approach to school travel work.

1.1 AIMS OF RESEARCH

This paper is concerned with school travel work and how this fits into the wider picture of travel planning in Britain. It aims to investigate the effectiveness of initiatives currently being introduced as part of school travel work and understand how the delivery of these initiatives can be improved. The overall aim of the research is to ascertain whether:

**SCHOOL TRAVEL WORK IS EFFECTIVE AT REDUCING CAR DEPENDENCY
ON THE SCHOOL RUN**

This information will be obtained through the use of questionnaires and in-depth interviews; questionnaires administered to schools will provide an overview of travel issues directly affecting schools, whereas in-depth interviews conducted with school travel advisors will provide an overview of issues directly affecting local authorities and provide explanations for findings from schools. An initial understanding of school travel work will be gained through the Internet and informal discussions with school travel advisors.

The outcome of the study is a series of recommendations as to which initiatives introduced as part of school travel work are most and least effective at reducing car dependency on the school run and the reasons for these findings. The study will also investigate how the delivery of initiatives can be improved to ensure that school travel work is more effective at reducing car dependency on the school run.

1.2 CAR DEPENDENCY AND NATIONAL TRANSPORT POLICY

We are living in a car dependent culture. In Britain, traffic forecasts predict levels of traffic to rise by 17 per cent over 10 years (DTLR, 2000) and the average commuter trip is now more than eight miles (DfT, 2000). Despite a massive road-building programme, the increase in the length of the road network has been far less than the increase in traffic, and as a result roads have become far more crowded. Increasing levels of traffic have led to increasing levels of energy consumption and air pollution; for example, road transport produces 22 per cent of the United Kingdom's carbon dioxide emissions (Barrett and Scott, 2003).

There are serious health implications associated with rising numbers of cars; vehicle emissions are the major contributor of air pollution, which is responsible for 24,000 premature deaths in the United Kingdom (BBC News Online, 1999). Increasing car use also means we are walking and cycling less, contributing to growing rates of obesity and a major public health problem:

Over half of women and about two-thirds of men in the United Kingdom are either overweight or obese. The estimated cost to the country is 18 million sick days, 30,000 deaths and £2 billion a year.

(BBC News Online, 2004, Tackling the Obesity Time Bomb, 21 March)

Transport is a key energy user, a major polluter and it has serious health implications, it must therefore be a major concern of the planning system – however the system is changing. Transport policy in Britain in the 1980's was largely concerned with predicting and providing for transport requirements and increasing transport capacity. However, recent transport policy acknowledges that increases in transport capacity must make not only economic sense, but must also be environmentally sustainable. This approach is taken forward in the Government's recent White Paper 'The Future of Transport: a network for 2030' (2004b), which sets out the vision for transport for the next 30 years. The paper supports the inclusion of 'soft' transport measures, including school travel work, into mainstream transport policy. Soft measures seek to promote the use of more sustainable forms of transport such as walking, cycling and public transport and reduce our

dependency on the private car, this is opposed to 'hard' transport measures, which are concerned with making physical improvements and include large-scale road building schemes and traffic management measures.

1.3 CAR DEPENDENCY IN CHILDREN AND SCHOOL TRAVEL WORK

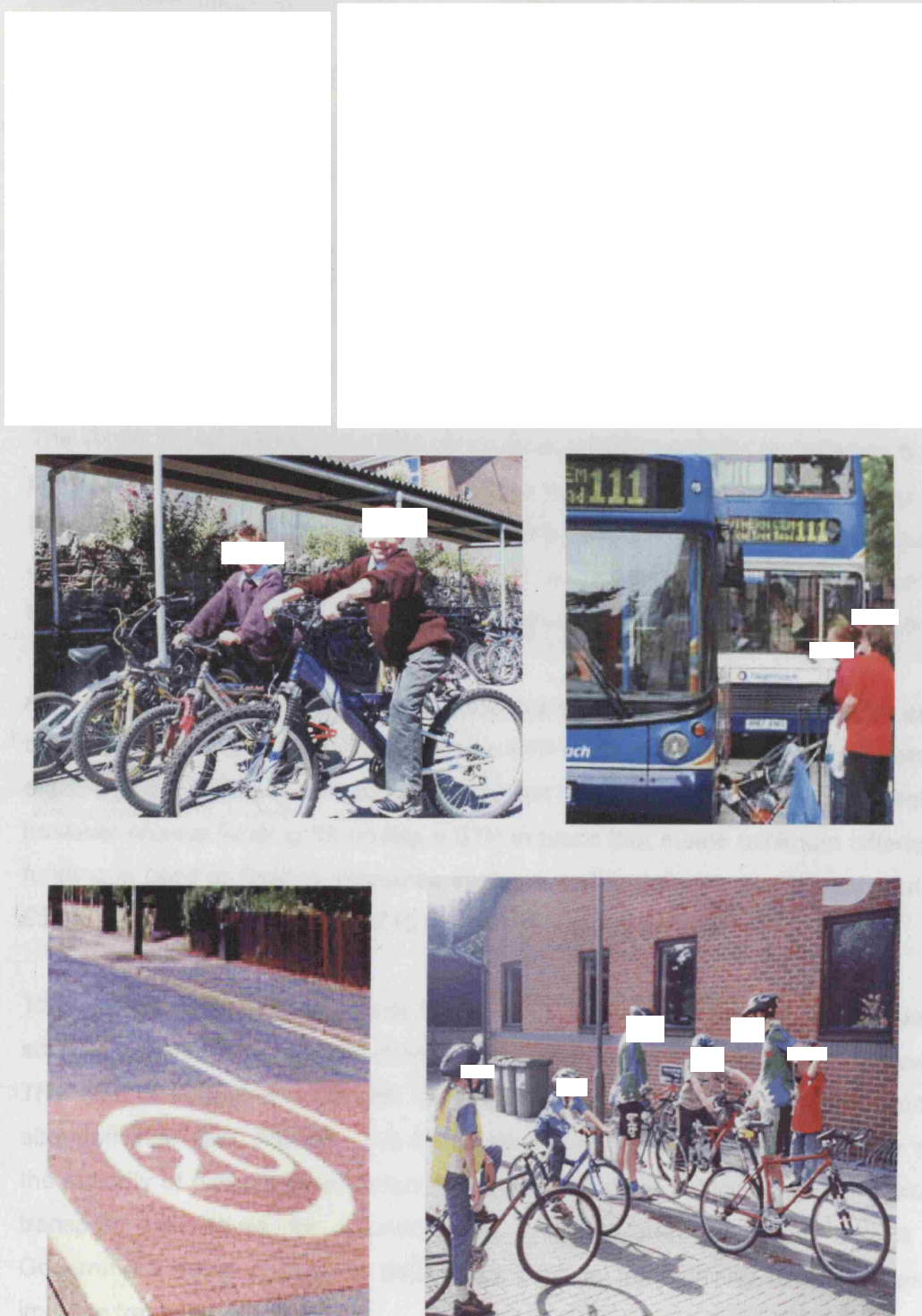
Car use by children is growing faster than for the rest of the population. According to the National Travel Survey, between 1992/94 and 2004, the proportion of primary-aged children being driven to school increased from thirty to forty-one per cent and the proportion of secondary school pupils going by car rose from sixteen to twenty-two per cent (National Travel Survey, 2005).

Interest in car use by children on the 'school run' was originally generated because of concerns regarding children's safety (Hillman et al, 1990). More recently, it has increased in importance because of concerns regarding rising levels of congestion, especially in the vicinity of schools (DfT, 2004c) and because of interest in children's health including increasing incidences of asthma and childhood obesity (IOTF, 2002; Sustrans, 2003). It is also believed that patterns of travel behaviour may be carried into adult lives (Mackett et al, 2003).

School travel work initially focused on traffic management measures, such as the introduction of 20mph zones and pedestrian crossing, this approach has evolved and now involves greater consultation with schools, parents and the local community, with the aim of making it safer and easier for children to walk, cycle or use public transport. Initiatives introduced as part of school travel work include: walking initiatives, cycling initiatives, specialised school bus services, improvements to public transport, education and training, traffic management measures and car sharing schemes, some of these initiatives are illustrated in Figure 1.

School travel work has also increased in political importance. The Government's 1998 White Paper initially encouraged schools and local authorities to undertake school travel work and this approach has been strengthened in subsequent policy documents such as the 'Transport Ten Year Plan 2000' and 'Planning Policy Guidance 13: Transport'. Since 2004, funding has been provided for local

Figure 1. Initiatives introduced as part of school travel work



(Sources: Birmingham City Council, 2006; Transport 2000, undated; Cornwall County Council, 2005; Manchester City Council, 2006; Wolverhampton City Council, undated; Cycle Skills, 2004)

authorities to appoint school travel advisors to work with schools to develop school travel work.

The Government's recent Transport White Paper 'The Future of Transport: a network for 2030' (2004b) seeks to ensure that every school in England has a travel plan by 2010; school travel plans (STPs) are defined as:

A series of practical steps to improve the safety of children and therefore make walking, cycling or public transport a more attractive option.

(The Future of Transport: a network for 2030, 2004b, p40)

The White Paper claims that STPs can reduce school run traffic by between 8 to 15 per cent, with some high-performing schools achieving reductions over 20 per cent. If the Government's Education and Inspections Bill were enacted, this would place a duty on local education authorities (LEAs) in England to assess the travel and transport needs of all pupils and promote sustainable methods of travel to school.

At the current time however, schools are not required by law to undertake school travel work and are not required to have a STP in place, unless the school wishes to expand and it becomes a requirement as part of the planning process. Schools do however receive funding for having a STP in place that meets minimum criteria; the funding is used to finance measures implemented in the plan and is approximately £5,000 per primary school and £10,000 per secondary school (DfT, 2004c).

The current approach to school travel work is therefore reliant on persuading schools, parents and pupils to change established patterns of travel and behaviour. This type of bottom-up approach may be effective at persuading some parents to abandon their cars, however, will it be effective at persuading all parents, or even the majority of parents, to abandon their cars? Are there sufficient safe and reliable transport alternatives for parents taking their children to school and is the Government doing enough to discourage parents from driving to school and to improve transport alternatives?

The following chapter will examine existing research on school travel work and identify key issues that will be investigated for the purpose of this research.

2. LITERATURE REVIEW

This chapter will examine existing research on school travel work to investigate the effectiveness of initiatives that are currently being implemented and understand how the delivery of initiatives can be improved. The chapter will conclude with a series of critical questions highlighting the key issues to be investigated for the purpose of this research.

2.1 THE EFFECTIVENESS OF INITIATIVES CURRENTLY BEING IMPLEMENTED

Various studies have attempted to evaluate the effectiveness of individual initiatives introduced as part of school travel work; these will be discussed in turn. An overview of findings is provided in Figure 2.

Walking initiatives

Walking initiatives appear to be effective at reducing car dependency on the school run, however the effectiveness of initiatives varies considerably between studies. For example, a walking bus service¹ in New Zealand has resulted in almost ten per cent of children regularly using the service (O'Fallon, 2001). In Hertfordshire, about sixty-two per cent of children using the walking buses used to travel to school by car, although not every day, however, a lack of volunteers and / or co-ordinators caused some buses to fold (Mackett et al, 2003).

Other initiatives, such as the Go for Gold initiative in Buckinghamshire and the National Safe Routes to School Campaign, also seek to encourage greater numbers of children to walk to school by offering incentives and road safety training; these have been effective at reducing car dependency by up to twenty-eight per cent.

National short-term walking initiatives, such as the Walk to School Week, have also led to small short-term increases in the proportion of school children walking to school at least once a week.

¹ Walking buses have an adult 'driver' at the front and an adult 'conductor' at the rear and walk to school along a set route picking up additional 'passengers' at specific bus stops.

It is not clear why the studies reveal significant variations in the numbers of children walking to school, perhaps walking initiatives have been promoted more rigorously in some areas compared to others, perhaps pupils in some areas live closer to school on average and can therefore walk more easily, or possibly there are lower levels of car ownership in some areas compared to others.

Education and training

Since 2004, the Government has substantially increased funding for local and regional based school travel advisors, to provide advice and assistance for schools implementing school travel work, however, it is not clear from the existing research if this has been effective in reducing car dependency on the school run. For example, research by Rowland et al (2003) reveals that site specific advice provided by school travel advisors in Camden and Islington increased the production of school travel plans, however, there was no evidence in changes in children's travel patterns, or reductions in parental fears about children's safety. The study's relevance is debatable however, as many of the actions to be carried out by schools had not been implemented at the time of the study.

The Government has also attempted to evaluate the effectiveness of promotional material developed specifically for schools by the Department for Transport, Local Government and the Regions (2001). The study reveals that schools using the material had developed STPs (fifty per cent of schools were found to have STPs implemented or started in 2001, compared to just thirty-eight per cent in 1999) whereas schools not using the material were less advanced with their school travel strategies. It is debatable however, if the promotional material is the sole cause for the increased numbers of schools with STPs; it is considered that other factors such as increasing congestion around schools and the growing acceptance of school travel work in general may also have led to an increase in the numbers of schools with STPs. These findings highlight the difficulties with isolating and measuring the effectiveness of a single initiative, such as education and training, on modal shift.

Cycling initiatives

Research by the Department for Transport (2004c) reveals that the introduction of cycle parking at primary schools in York has been effective at reducing car use by twenty-one per cent. The Mayor's School Cycle Parking Programme, launched in 2003, to fund, procure and install cycling parking at schools and colleges in London, has been effective at encouraging twenty-two per cent of pupils aged 9-14 years old, who previously travelled to school by car, to cycle to school (TfL, undated).

Traffic management initiatives

Relatively few studies have isolated the effectiveness of traffic management initiatives on modal shift; this may be because these measures are more commonly associated with improving safety and reducing accidents, rather than influencing modal shift. Research by Andersen (undated, cited Sloman, 2003, p48) reveals that Odense in Denmark has spent roughly £100, 000 per year on more than two-hundred traffic management initiatives including: traffic calming, traffic island and cycle lanes to improve safety for children and that between twenty-four per cent and seventy-three per cent of children cycle at different schools. Research by Hylennius (2003) found that the introduction of hard engineering measures, when introduced with walking and cycling initiatives, resulted in the percentage of parents driving their children to school to fall from seventeen per cent to thirteen per cent of children. These studies did not isolate the effect of the traffic management initiatives on modal shift.

Specialised school bus services

The First Group estimates that its American style yellow buses are carrying around fifty-four per cent of children aged less than 12 years of age to schools in the United States of America (First Group, 2002). In Britain, pilot services at two primary schools in Wrexham and Surrey reduced car dependency by eleven per cent and four per cent respectively (SDG, 2004). Car use at evaluated secondary schools did not fall in the long-term however, suggesting that these services may be most effective for children of primary school age.

Figure 2. Existing research on the effectiveness of initiatives currently being implemented

Initiative	Effect of Initiative on modal shift	Research
Walking Initiatives		
Walking Bus	Results have found these to be effective to a varying extent; for example, almost ten per cent of children regularly use the service in New Zealand (O'Fallon, 2001) whereas sixty-two per cent of children in Hertfordshire using the walking buses used to travel by car to school (although not every day) (Mackett et al, 2003).	O'Fallon (2001) Mackett et al (2003)
Go for Gold Walking initiative	Car use declined by an average of twenty-two per cent at schools in Buckinghamshire.	DfT (2004c)
Safe Routes to Schools initiative	Results have varied significantly between areas. Car use was twenty-eight per cent lower for schools involved in Cambridge and eight per cent lower for schools in York compared to schools not involved.	DfT (2004c)
Walk to School Week	Again, there are variations in findings. The proportion of children walking to school at least once a week increased by approximately one per cent in Hertfordshire (Tapestry, 2003). In Cambridge, car use declined by eleven per cent for three weeks after the May week and two per cent a fortnight after the October week DfT (2004c).	Tapestry (2003) DfT (2004c)
Education and Training		
The appointment of local authority school travel advisors	Site-specific advice provided by school travel advisors in Camden increased the production of school travel plans, however, there was no evidence in changes in children's travel patterns.	Rowland et al (2003)
School Travel Promotional Material	The introduction of DTLR/STAG school travel promotional material is considered to increase the percentage of schools introducing STPS from thirty eight per cent in 1999 to fifty per cent in 2001. Schools not using the material are considered to be less advanced with school travel work.	DTLR (2001)
Cycling Initiatives		
Cycle Parking	Cycle parking at primary schools in York reduced car use by twenty-one per cent.	DfT (2004c)
The Mayor's Cycle Parking Programme	In London, twenty-two per cent of pupils aged 9-14 who previously travelled to school by car are now cycling to school.	DfT (undated)

Traffic Management Measures		
Traffic calming, traffic islands and cycle lanes	In Odense, Denmark, following the introduction of 200 projects on traffic calming, traffic island and cycle lanes to improve safety for children, between twenty four per cent and seventy three per cent of children cycle at different schools. It is not known how many children cycled to school before the initiatives were introduced.	Andersen (undated, cited by Sloman, 2003, p48)
Hard engineering measures introduced as part of a walk and cycle to school project	In Lund, Sweden, the percentage of parents driving their children to school fell from seventeen per cent to thirteen per cent following the introduction of hard engineering measures, introduced as part of a walk and cycle to school project. Other measures were also introduced including: information for parents, road safety training and health promotion.	Hyllenius (2003)
Specialised School Bus Services		
Yellow Buses	There are variations in the effectiveness of yellow bus services. The First Group estimates that its American style yellow buses are carrying around fifty four per cent of children under the age of twelve to school in the USA First Group (2002). In Britain, specialised school bus services caused car use to fall by eleven per cent and four per cent at two evaluated primary schools respectively. Car use did not fall at secondary schools SDG (2004).	First Group (2002) SDG (2004)
Improvements to Public Transport		
Bus Services	The number of pupils travelling to secondary school by bus increased from thirty to over one hundred and fifty.	Cross and Thornthwaite, (1997).
Car Sharing Schemes		
Car Sharing Scheme	Car journeys to the Royal School in Hampstead, London, have been cut by twenty four per cent as a result of car sharing, parent-run minibuses and greater use of public transport.	DfT (1999)

The reductions in car dependency in Wrexham and Surrey are only small when considering the effectiveness of yellow bus schemes in America; this suggests that there may be particular factors which make this type of initiative more effective in America compared to Britain, for example, perhaps children in America are discouraged from walking and cycling to school because they need to travel greater distances to reach school, or perhaps the environment is less pleasant and unsafe for pedestrians and cyclists.

Improvements to public transport

Research by Cross and Thornthwaite (1997) suggests that improvements to public bus services may be effective at reducing car dependency for children of secondary school age; their research conducted in West Sussex concluded that improvements to bus services including: the introduction of a special student fare card, new bus services to areas poorly served, and providing tailored information, increased numbers of secondary school pupils travelling to school by bus from thirty to over one-hundred and fifty in Bognor Regis (Cross and Thornthwaite, 1997). These findings are supported by research by Bradshaw and Jones (2000) who consider that most trips to school are too long to be walked or cycled and that improvements to public transport offer the greatest potential to reduce car dependency on the school run.

Car sharing

Research by the Department for Transport (1999) reveals that car journeys to the Royal School in Hampstead, London, have been cut by twenty-four per cent thanks to car sharing, parent-run minibuses and greater use of public transport. It is not clear how effective car sharing schemes alone have been at reducing car dependency.

The effectiveness of school travel work in general

There does not appear to be any research to date that has systematically evaluated the effectiveness of a combination of school travel initiatives in reducing car dependency. Tudor-Locke (2001) and Sloman (2003) consider that it is too early to understand if school travel work is effective at reducing car dependency because

many schools had not implemented STPs at the time of their research, there is also a lack of monitoring information to show how children travel to school before and after initiatives and STPs have been implemented. Mackett et al (2003) also acknowledge the research gap in school travel work and believe this may be because 'soft initiatives' such as school travel initiatives, do not fit into the conventional framework used for the evaluation of larger transport schemes.

Research has been conducted recently however, to measure the overall effectiveness of STPs at reducing car dependency. The first study conducted in 2002, found that seventy six per cent of schools with STPs achieved reductions in total car use; of these, forty-one per cent had reductions in excess of twenty per cent and ten per cent more than halved car use (DfT, 2002). The second study concluded that the overall reduction of car use for schools with STPs is in the order of eight to fifteen per cent, with some high-performing schools achieving reductions over twenty per cent (DfT, 2004c). The most recent study concludes that there is a lack of empirical evidence to indicate that schools with STPs in place have been effective at reducing car dependency (DfT, 2005).

It therefore remains unclear whether or not STPs are effective at reducing car dependency on the school run. Furthermore, all three of the studies failed to evaluate the effectiveness of each travel initiative introduced as part of the STP. It is also debatable whether the results of the first two studies would translate to all schools as the schools and local authorities selected were chosen because they represented 'good practice' in school travel work. The final study is more interesting because it also examines the effectiveness of walking and cycling initiatives in a number of case study schools and concluded that the effectiveness of the initiative is not dependent on whether a school does or does not have a STP in place. These findings highlight the need to further understand the effectiveness of both travel initiatives and STPs in reducing car dependency.

2.2 IMPROVING THE DELIVERY OF INITIATIVES

Previous research also highlights a number of factors that act as barriers to school travel work and offers recommendations as to how school travel work can be improved in the future.

Barriers to School Travel Work

Barriers for schools and local authorities to school travel work cited by the Department of Transport, London and the Regions (2001) and the Department for Transport (2004c) include: a lack of time in schools and a lack of staff time within local authorities, an unwillingness of schools to engage with the process and a lack long-term security of funding for works. These findings suggest that school travel work is not considered a sufficiently high priority within some schools and regional and local authorities, this may be in part because there is still no legal requirement for schools to undertake travel work.

There are also considered to be a number of barriers that discourage parents from walking, cycling or using public transport. For example, Bradshaw and Jones (2000) and the Department of Transport (2004c) reveal that the school run is often tied in with multi-purpose trips and that many parents drop children off at school on their way to work. Although a smaller number of multi-purpose trips are more sustainable compared to a larger number of single-purpose trips, they are considered to increase reliance on the private car. Other factors, which are frequently cited as acting as barriers for parents include: parental choice of school, a lack of awareness of public transport alternatives and safety concerns (Bradshaw and Atkins, 1996).

Elliott (2002) argues that a number of barriers discourage all individuals from abandoning their cars including:

- The frequently higher costs of using public transport compared to driving
- The poor state of the United Kingdom's public transport system compared with equivalent countries in Europe
- The provision of various 'subsidies' to encourage car use, such as the widespread provision of company cars
- The higher status associated with travelling by car compared to travelling by bus.

Improvements to School Travel Work

The Department of Transport (2004c) makes a series of recommendations as to how school travel work can further reduce car dependency on the school run including:

- Requiring all schools to adopt travel plans as part of their health and safety responsibility to pupils
- Ensuring the long-term security of funding for school travel works
- Using the planning system more effectively to support school travel work, for example by strengthening the wording in Planning Policy Guidance 13: Transport
- Increasing traffic restraint measures around schools, such as 20 mph zones and parking management
- Ensuring education authorities are aware of the adverse effects that national policy to increase parental choice of schools has on school travel work
- Promoting alternative modes of travel to the car

2.3 CONCLUSIONS AND CRITICAL QUESTIONS

It is evident from the existing research on school travel work that there is an urgent need to further understand how effective current initiatives are at reducing car dependency on the school run and the reasons why particular initiatives are or are not effective. There is also a need to build on existing research to understand how the delivery of initiatives can be improved.

A list of critical questions have been identified from the research, these will be investigated for the purpose of this research and are outlined below:

The effectiveness of initiatives introduced as part of school travel work

- Which initiatives are most effective at reducing car dependency and why are they effective?

- Which initiatives are less effective at reducing car dependency and why are they less effective?
- Why are there variations in the effectiveness of the same initiative between schools?
- How effective is school travel work at reducing car dependency in general?

Improving the delivery of initiatives

- Are there any factors that act as barriers to school travel work?
- How can school travel work be improved to ensure it is more effective at reducing car dependency?

The following chapter will detail how the critical questions are to be investigated for the purpose of this research and detail the study methodology.

3. METHODOLOGY

To answer the critical questions identified in chapter two, research included administering questionnaires to schools and conducting in-depth interviews with local authority based school travel advisors. This chapter will describe this research, discuss why these methods were chosen and critique the methodology.

3.1 RESEARCH WITH SCHOOLS

The questionnaire administered to schools sought to investigate the types of travel initiatives introduced by schools and understand the effectiveness of these initiatives. It also aimed to understand if there are any factors that act as barriers for schools carrying out school travel work and understand how schools consider that school travel work can be improved in the future.

The number of questions was kept to a minimum to enable questionnaires to be completed easily and quickly and to maximise response rates. A combination of closed and open-ended questions was used; the closed questions enabled answers to be quantified easily whereas the open-ended questions provided more detailed information. A pilot survey was conducted and minor amendments were subsequently made to two questions. Questionnaires were sent electronically to schools; this enabled results to be collated quickly and easily. A copy of the final questionnaire is enclosed in Appendix 1.

It was considered important to administer questionnaires to schools from both urban and non-metropolitan areas, for this reason schools were contacted in both London and Berkshire.

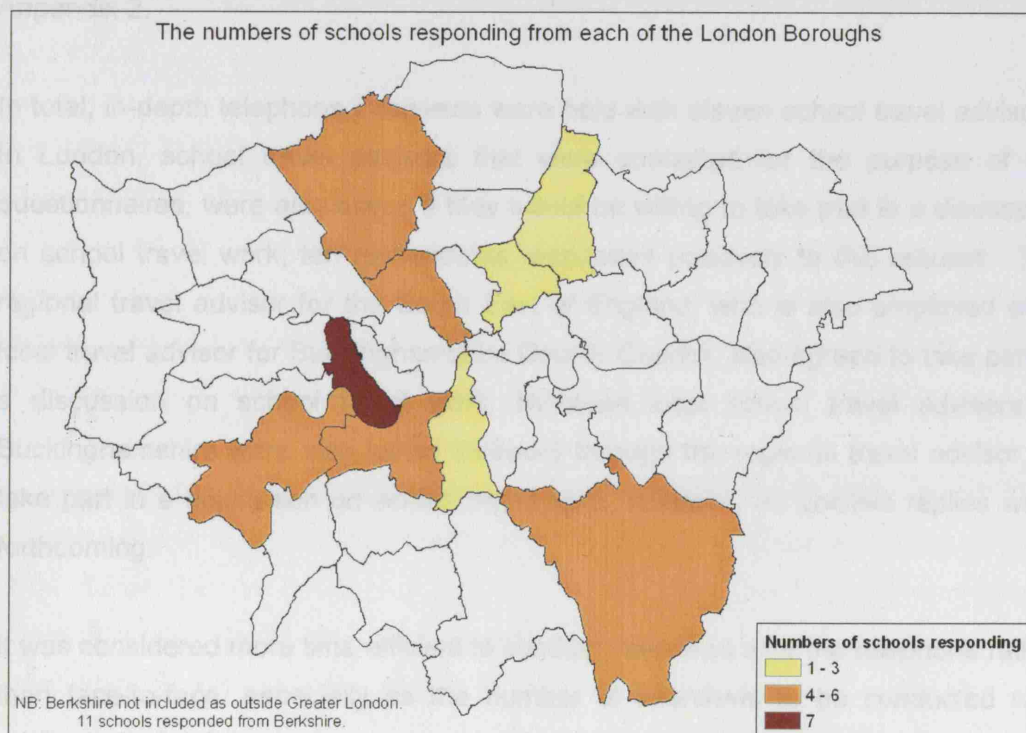
In London, two hundred schools in London were e-mailed (including primary and secondary schools, non fee-paying and independent schools in both inner and outer London boroughs). To obtain school contact details, contact details of school travel advisors were obtained from the London regional school travel advisor. School travel advisors were then e-mailed and asked to provide contact details for schools in their areas. E-mail addresses were provided for some schools, whereas other school travel advisors recommended that contact details be obtained through their

local authority website. A random selection of up to twenty schools was selected from each area, making the total of two hundred schools. These schools were then individually e-mailed a questionnaire to complete and reminder e-mails were sent several days later.

In an attempt to obtain a wider distribution of questionnaires across England, the regional school travel advisor for the South East of England was also contacted; she asked school travel advisors in Berkshire to forward the questionnaire on to schools in their areas.

In total, fifty-seven schools completed questionnaires for the purpose of this research, of these, just over three-quarters of schools are located in London and the remainder are located in Berkshire, as shown in Figure 3.

Figure 3. The numbers and locations of schools responding to questionnaires



3.2 RESEARCH WITH SCHOOL TRAVEL ADVISORS

In-depth telephone interviews were also conducted with local-authority based school travel advisors to investigate the types of travel initiatives introduced, to understand the effectiveness of these initiatives and also to understand the reasons why particular initiatives are or are not considered effective at reducing car dependency. The interviews also sought to understand if there are factors that act as barriers to school travel work and how school travel work can be improved in the future. It is considered that some issues for school travel advisors will differ from issues directly affecting schools.

The number of questions was kept to a minimum and prompts were used when necessary to encourage respondents to expand upon and provide reasons for their answers. A pilot interview was conducted with one school to ensure the interview pro-forma was logical and that it would elicit the desired information; no changes were considered necessary. A copy of the interview pro-forma is enclosed in Appendix 2.

In total, in-depth telephone interviews were held with eleven school travel advisors. In London, school travel advisors that were contacted for the purpose of the questionnaires, were also asked if they would be willing to take part in a discussion on school travel work; ten respondents responded positively to this request. The regional travel advisor for the South East of England, who is also employed as a local travel advisor for Buckinghamshire County Council, also agreed to take part in a discussion on school travel work. Nineteen local school travel advisors in Buckinghamshire were also asked indirectly through the regional travel advisor, to take part in a discussion on school travel work, however, no positive replies were forthcoming.

It was considered more time efficient to conduct interviews over the telephone rather than face-to-face, especially as the number of interviews to be conducted was relatively high. Interviews were arranged several weeks in advance and copies of the pro-forma were sent to respondents several days prior to the interview. Interviews were recorded and key points were jotted down immediately following each. Interviews lasted between twenty-five to forty five minutes.

3.3 CRITIQUE OF METHODOLOGY

It is considered that the methodology has been effective at eliciting the required information, however, with hindsight, it is appreciated that the methodology could have been further improved.

Prior to undertaking the research, it was advised by a school travel advisor working for an Inner London borough, that contact details for schools would be best obtained by contacting local authority based school travel advisors and asking them for details of schools in their area. School travel advisors were duly contacted and contact details were provided for some schools. Some school travel advisors however, were reluctant to provide this information or referred me to the local authority website for details. In hindsight, it is appreciated that it would have been easier to simply obtain contact details for all schools from local authority websites, this would have enabled schools to be contacted from a wider range of areas, both in London and Berkshire, which would be more representative of school travel work in all schools.

It is also considered that obtaining contact details for schools from school travel advisors, rather than through local authority websites may be less representative of school travel work at all schools because boroughs and local authorities which are further ahead with school travel work may have been more forthcoming with providing contact details for schools in their area, compared to boroughs / local authorities which have undertaken less school travel work.

In respect of the in-depth telephone interviews, it is considered that it would have been preferable to contact local school travel advisors in Buckinghamshire and the wider South East of England directly (rather than indirectly through the regional travel advisor) to ask if they would be willing to take part in a discussion on school travel work, as this may have generated a more positive response.

The following chapter will discuss key findings from the research and compare these findings to the existing literature on school travel work.

4. RESULTS

This chapter will discuss key findings from the research and link these to the existing research on school travel work. It will return to the questions posed in chapter two to investigate the effectiveness of initiatives currently being implemented as part of school travel work.

The results of questionnaires administered to schools are provided in Appendix 3 and transcribed notes from the telephone interviews with school travel advisors are provided in Appendix 4.

4.1 THE EFFECTIVENESS OF INITIATIVES CURRENTLY BEING IMPLEMENTED

Which initiatives are most effective at reducing car dependency and why are they effective?

Research from Schools

Research from schools indicates that education and training initiatives and walking initiatives are considered most effective at reducing car dependency on the school run. Cycling initiatives, traffic management initiatives and improvements to public transport are considered reasonably effective at reducing car dependency.

Schools that responded to the questionnaire consider education and training initiatives to be the most effective type of initiative; three-quarters of schools responding consider them either very effective or effective at reducing car dependency on the school run. Sixty-nine per cent of schools have introduced education and training initiatives, types of measures introduced include: the use of leaflets to promote sustainable travel and public transport, raising the profile of school travel work by linking it in to the Healthy Schools' initiative² and training in using public transport safely and respectfully.

² The National Healthy School initiative is run by the DfES and DoH and introduces the concept of national healthy school status. New guidance issued on 1st September 2005 requires schools to meet criteria in four core themes.

Sixty-two per cent of schools consider walking initiatives to be either very effective or effective at reducing car dependency. Walking initiatives are very popular with schools; eighty-three per cent of schools that responded have introduced this type of initiative. Popular measures introduced include: walking buses, walk on Wednesday (WOW), walk to school week and offering badges and stickers as incentives to children walking to school.

Cycling initiatives are considered very effective or effective by forty-two per cent of schools. Cycling initiatives have been introduced by seventy-six per cent of schools and measures include: cycle maintenance sessions, cycle proficiency training, providing bike pools for both parents and children and providing cycle shelters and security measures.

Schools that responded generally consider traffic management measures to be less effective at reducing car dependency; only thirty-seven per cent of schools consider them very effective or effective. However, only forty-one percent of schools have implemented these types of initiatives, so many schools may be unable to comment on their effectiveness. Types of measures introduced include: the installation of a pelican crossing and extension of footpaths to provide a safer route to one school. Another school is currently in discussion with their local authority's highways and engineering department to identify actions to reduce traffic congestion, vehicle pollution and road danger around the school.

Seventeen per cent of schools that responded consider improvements to public transport as very effective or effective at reducing car dependency. However, only three per cent of schools that responded have introduced improvements to public transport, this figure may be low because it is difficult for schools to influence improvements to public transport. One school indicated that it had successfully liaised with local bus companies leading to an increased number of buses at school closing time.

Research from school travel advisors

Research with school travel advisors revealed that walking initiatives are generally considered to be the most effective type of initiative. Popular measures include: Walk on Wednesday (WOW), walking buses and using incentives, mascots and

holding competitions to promote walking. Several reasons were given as to why walking initiatives are effective at reducing car dependency including: most children at primary school live close enough to walk to school, even the parents of children that live further away can be encouraged to park their cars and walk some of the way to school, it ties in with the health agenda in schools, it's very popular with children and it's considered to be fun and sociable and can be used to teach children valuable road safety skills. Walking initiatives are also considered to be inexpensive and relatively easy to implement, it was noted however, that walking buses could sometimes be difficult to set up and maintain because of a lack of volunteers. These findings support existing studies, which have investigated the effectiveness of walking initiatives and found them to be effective at reducing car dependency on the school run (O'Fallon, 2001; Mackett et al, 2003; DfT, 2004c; Tapestry, 2003). Mackett et al (2003) have also highlighted the difficulties with setting up and maintaining walking buses.

Research with school travel advisors also revealed that education and training initiatives are considered effective at reducing car dependency. Various education and training measures are used to promote school travel work including: liaising with school travel advisors, promoting school travel work by holding competitions, giving out promotional leaflets and using mascots, linking school travel work to work in the school curriculum such as 'Every Child Matters'³ and the Healthy Schools initiative, and highlighting the need to reduce car dependency in general. These findings differ from research by Rowland et al (2003) and research by the Department of Transport for London and the Regions (2001) who consider that education and training initiatives have not been effective at reducing car dependency on the school run.

Several school travel advisors consider that cycling initiatives will become increasingly effective at reducing car dependency in the future. Cycling is often perceived as unsafe and it was suggested that some schools and local authorities are reluctant to promote cycling initiatives for this reason. However, measures such as cycle proficiency training (often for both pupils and parents), increasing cycle parking facilities and promoting cycling through fun days are becoming increasingly popular. In particular, the Mayor's cycle parking programme, launched in 2003, provides free cycle storage for schools and is considered to have increased the

³ 'Every Child Matters' is a Government initiative which involves various stakeholders and aims to provide the support children need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

numbers of children cycling to school in London. Cycling initiatives are considered to be more effective with children at senior school level, who usually travel greater distances to reach school, compared to children of primary school age, and are more independent. The findings from school travel advisors therefore does not support research from the Department of Transport (2004c), which reveals that the introduction of cycle parking at primary schools in York has been effective at reducing car use by twenty-one per cent. The findings do however support research from the Department for Transport (undated), which reveals that the Mayor's cycle parking programme is effective at encouraging children at senior school (aged nine to fourteen years old) to cycle to school.

School travel advisors also consider traffic management initiatives to be effective at reducing car dependency, when introduced in conjunction with other travel initiatives. Measures introduced include: the introduction of safe crossings, widening pavements, traffic calming and introducing stricter fines for parents parking near schools. One outer London borough has recently installed hidden CCTV cameras to monitor and fine drivers parking in front or close to school gates. Another borough in inner London is having particular success with a parking dispensation permit scheme; the scheme, which was introduced in January 2003, allows children under the age of eleven to be dropped off and collected from schools without being issued a ticket. The driver can park for a maximum of fifteen minutes on single yellow lines and in resident's bays, within four hundred metres of the school. The new permits are being gradually withdrawn at a rate of twenty per cent a year. Schools wishing to take part in the scheme are asked to develop a STP that includes measures to reduce the number of parking permits.

It is considered that traffic management initiatives, such as the types of measures discussed above, will make parents and pupils walking and cycling to school *feel* safer because of the reduced numbers of cars around schools. However it is also considered that these types of initiatives will only be effective at reducing car dependency in the long-term if they are introduced in conjunction with measures to promote more sustainable modes of transport. These findings support research by Hylennuis (2003) and Anderson (undated, cited by Sloman, 2003, p48) who found that traffic management initiatives were effective at reducing car dependency and encouraging children to cycle when introduced with other measures. This research also indicates that traffic management initiatives can be expensive to implement and

that there is often a significant lag time between decisions made to implement measures and works actually being undertaken.

Several school travel advisors indicated that improvements to public transport have been effective at reducing car dependency, however, these improvements do not appear to have been introduced specifically by schools and local authorities as part of school travel work. For example, the introduction of free bus and tram travel for children aged less than sixteen years old was introduced as part of the Mayor's manifesto in June 2006 and is considered to be very effective at encouraging children to travel by these modes.

School travel advisors generally consider that improvements to public transport can be effective at reducing car dependency. However, improvements to public transport are considered more effective for children at secondary school level, compared to children at primary school. Children at senior school are more independent and travel further to reach school, whereas most children at primary school do not travel far to school and many primary schools are located in quiet residential areas that are not well served by public transport. Improvements to public transport are also beneficial in teaching children independence and training in using public transport effectively. Some school travel advisors also indicated that public transport is often perceived as being unreliable and overcrowded which can deter from children from travelling by these modes.

Findings relating to the effectiveness of improvements to public transport differ to research by Bradshaw and Jones (2000) and Cross and Thornwaite (1997) who consider that improvements to public transport are very effective at increasing numbers of children to school travelling by public bus service, especially for children of secondary school age. The findings from this research however, indicate that there are a number of factors which act as barriers to children using public transport, such as overcrowding and the perceived unreliability of public transport and that these must be overcome if improvements to public transport are to be effective at reducing car dependency on the school run. It is also recommended that further research be carried out to investigate the extent that schools and school travel advisors can influence improvements to public transport.

Which initiatives are less effective at reducing car dependency and why are they less effective?

Research from schools

Schools that responded to questionnaires generally consider car sharing initiatives and specialised school bus services to be less effective at reducing car dependency on the school run.

Only fifteen per cent of schools consider that car sharing initiatives are very effective or effective at reducing car dependency and only twelve per cent of schools consider specialised school bus services as very effective or effective at reducing car dependency. It should be noted however, that many schools have not implemented car sharing initiatives or specialised school bus services and that many schools were unable to comment on their effectiveness. Only one school made a comment relating to either of these types of initiatives, to state that the car sharing scheme hadn't been effective [at reducing car dependency].

Research with school travel advisors

School travel advisors generally consider car sharing schemes to be ineffective at reducing car dependency for several reasons; car sharing schemes are difficult to set up, co-ordinate and measure at a formal level and it is believed that most parents prefer to car share on an informal basis. Car sharing schemes are also considered to be relatively ineffective because they are still reliant on (albeit reduced numbers of) parents and pupils travelling to school by car. Although research from the Department for Transport (1999) revealed that a car sharing scheme at the Royal School in Hampstead, London, has been effective at reducing car dependency on the school run when combined with parent-run minibuses and greater use of public transport, it is not clear to what extent the car sharing scheme contributed to this reduction in car dependency.

School travel advisors generally consider specialised school bus services to be ineffective at reducing car dependency on the school run for several reasons; many pupils live close enough to school to walk or cycle, schools are often well served by public buses, and children under the age of sixteen in London benefit from free

travel on public buses, trams and the tube. Furthermore, specialised school buses are considered to be expensive to set up; costs will either need to be borne by local authorities, schools or parents. However, specialised school buses are considered to be beneficial in reducing car dependency when public transport is not a viable alternative, for example, when public bus routes or times are not appropriate for pupils or there is severe overcrowding. Specialised school buses are also considered essential for pupils attending special needs schools. These findings contrast with research by The First Group (2002) and SDG (2004) who found that specialised school buses are effective at reducing car dependency on the school run, especially for children of primary school age. These differences in findings may occur for a variety of reasons, such as the location of the schools, the cost of the specialised bus services and the availability of public transport in different areas.

Why are there variations in the effectiveness of the same initiative between schools?

Although some types of initiatives are generally considered to be effective at reducing car dependency on the school run and other types of initiatives are considered less effective at reducing car dependency, no one type of initiative was voted either unanimously effective or ineffective by all schools, this suggests that no one travel initiative will be effective at reducing car dependency at all schools.

The finding from schools indicate that the location of a school is very important in determining how effective an initiative will be at reducing car dependency. For example, sixty-five per cent of schools that responded from London consider walking initiatives to be very effective or effective at reducing car dependency, compared to only fifty per cent of schools in Berkshire. Surprisingly, a higher percentage of schools in London (fourteen per cent) consider specialised school bus services to be effective at reducing car dependency, whereas no schools in Berkshire considered them to be effective, however, this may be because many schools in Berkshire have not set up specialised bus services. A much larger percentage of schools in Berkshire (thirty-three per cent) consider car sharing initiatives to be very effective or effective at reducing car dependency, compared to only twelve per cent of schools in London, this may be because schools in Berkshire are generally located in more rural areas which are less accessible by public transport and it is less easy for pupils to walk and cycle to school. The introduction

of the London Congestion Charging Scheme may also deter some parents from driving in central London.

The type of school is also considered to influence how effective an initiative will be. For example, research with school travel advisors revealed that specialised school bus services are considered more effective for children at primary school and for children at special needs schools. Improvements to public transport and cycling initiatives are generally considered more effective for children at secondary school. School travel advisors also consider primary schools easier to engage in school travel work because pupils generally live closer to school and are less independent. Fee-paying schools are considered to be more difficult to engage in school travel work because they do not receive capital grant funding for school travel works in the school grounds and they generally have larger catchment areas.

The attitudes of the school and local authority to school travel work also plays a key role in determining how effective a particular initiative will be. For example, cycling initiatives have been met with limited success in one outer London borough because the local authority has concerns regarding the safety of children cycling to school and is reluctant to promote these types of initiatives for this reason.

Socio-economic factors also influence how effective a particular initiative. For example, in one outer London borough, walking initiatives have been effective at reducing car dependency in the east of the borough, however, they have been much less effective at reducing car dependency in the west of the borough. The east of the borough is generally much more deprived, it has lower levels of car ownership and a greater number of children travel smaller distances to reach school, these factors are considered to account for the differences in the effectiveness of walking initiatives between the two areas.

Figure 4 provides a summary table ranking the effectiveness of initiatives currently being implemented as part of school travel work. It also highlights the main advantages and disadvantages with each type of initiative and discusses circumstances where it is more appropriate for initiatives to be implemented.

Figure 4. Summary of the effectiveness of initiatives introduced as part of school travel work

Initiative	Ranking (1 most effective, 5 least effective)	Advantages	Disadvantages	Circumstances where initiative is most effective
Education and training	1	<ul style="list-style-type: none"> • Links school travel work to work in the school curriculum • Promotes all areas of school travel work and highlights the need to reduce car dependency in general 	<ul style="list-style-type: none"> • Lack of evidence that it is effective at reducing car dependency 	<ul style="list-style-type: none"> • All schools
Walking initiatives	1	<ul style="list-style-type: none"> • Many children travel small distances to school and are therefore able to walk to school • Children that don't travel small distances to school can walk part of the way to school • It ties into the health agenda in schools • It's popular with children • It can be used to teach children road safety skills • They're generally inexpensive and easy to implement • They're environmentally sustainable 	<ul style="list-style-type: none"> • Walking buses can be difficult to set up and maintain because of a lack of volunteers • They can be less effective for children at senior school who travel greater distances to school and are more independent 	<ul style="list-style-type: none"> • Primary schools, especially schools with small catchment areas.

Cycling initiatives	2	<ul style="list-style-type: none"> • Pupils can travel greater distances compared to walking • It ties in with the health agenda in schools • It's popular with children • It can be used to teach children road safety skills • They're generally inexpensive and easy to implement • They're environmentally sustainable 	<ul style="list-style-type: none"> • Cycling is often perceived as unsafe, especially for younger children • Some areas do not have sufficient infrastructure in place to ensure children can cycle to school safely 	<ul style="list-style-type: none"> • Secondary schools
Traffic management Initiatives	3	<ul style="list-style-type: none"> • Can be effective when introduced in conjunction with other measures • Makes parents and pupils feel safer walking and cycling to school 	<ul style="list-style-type: none"> • Works need to be implemented in conjunction with other initiatives • Works can be expensive and timely to implement 	<ul style="list-style-type: none"> • All schools, especially where the route to school is unsafe
Improvements to public transport	4	<ul style="list-style-type: none"> • Can be very effective at reducing car dependency, especially when works are undertaken at a regional level • Can enable children to travel greater distances to reach school • It is more environmentally sustainable compared to driving • Can be used to teach children how to use public transport effectively and gain independence 	<ul style="list-style-type: none"> • It is debatable how much scope schools and local authorities have to influence improvements to public transport • Public transport is often perceived as being unreliable and overcrowded • Public transport is generally perceived as less safe for younger children 	<ul style="list-style-type: none"> • Senior schools • Primary schools, when children are accompanied by an adult

Car sharing initiatives	5	<ul style="list-style-type: none"> • Can enable children to travel greater distances to reach school • Can enable children to reach schools that are not easy to reach by walking, cycling or are not well connected by public transport • May be effective at reducing car dependency on an informal basis • It reduces the numbers of cars on the school run 	<ul style="list-style-type: none"> • They are difficult to set up, co-ordinate and measure at a formal measure • They are still reliant on parents and pupils travelling to school by car 	<ul style="list-style-type: none"> • Primary and secondary schools which are difficult to reach by walking, cycling or public transport • Primary and secondary schools where pupils travel long distances to reach school
Specialised school bus services	5	<ul style="list-style-type: none"> • Can be effective when public transport is not a viable alternative • It is more environmentally sustainable than driving by car 	<ul style="list-style-type: none"> • Many pupils live close enough to walk or cycle to school and can therefore walk or cycle to school • Many schools are well served by public transport • They are expensive 	<ul style="list-style-type: none"> • Primary or secondary schools which are difficult to reach by walking, cycling or public transport • Primary and secondary schools where pupils travel long distances to reach school

How effective is school travel work at reducing car dependency in general?

As discussed above, the effectiveness of initiatives may vary according to the location of the school, the type of schools, the attitudes of the school and local authority and socio-economic factors. It is also important to understand how effective school travel work is at reducing car dependency in general, for example, is it possible to persuade all parents to abandon their cars in favour of more sustainable modes of transport, or will school travel work only ever be effective at persuading small percentages of parents to abandon their cars?

Research from schools

Approximately half the schools that responded to the questionnaires consider that school travel work has been effective at reducing car dependency, at their school, by less than twenty per cent. While this does not appear to be a significantly large reduction in car dependency, the findings support research from the Department of Transport (2004c) which revealed that schools with STPs have been effective by reducing car dependency by eight to fifteen per cent, with some high-performing schools achieving reductions over twenty per cent.

Research from schools also revealed that many schools (thirty one percent) are not aware of how effective school travel work is at reducing car dependency at their school. Unless schools, parents and pupils understand how effective travel initiatives and STPs are at reducing car dependency on the school run, it is unlikely that measures will be effective at persuading parents to abandon their cars in the long-term. These findings highlight the need for schools to regularly communicate the effectiveness of initiatives and STPs in reducing car dependency to staff, parents and pupils.

Research from school travel advisors

Overall, school travel advisors consider that school travel work is effective at reducing car dependency on the school run. School travel advisors indicated that school travel work is more effective at reducing car dependency at schools where the Head teacher, staff, parents and pupils are keen to be involved in school travel

work and work is incorporated into the ethos of the school. The involvement of the school council in school travel work is considered to play a key role in empowering pupils and helping to ensure that school travel work is effective. School travel work is considered to be less effective at reducing car dependency when few stakeholders are involved and work is not considered to be a priority.

Some school travel advisors did indicate however, that it is still too early to understand if school travel work is effective at reducing car dependency, this is because some schools have only recently started to undertake school travel work and / or have only recently got systems in place to monitor how pupils travel to school before and after initiatives and STPs are implemented. These findings support research by Tudor-Locke (2001) and Sloman (2003) who consider that it is too early to understand the effectiveness of school travel work on modal shift because only a few schools had introduced STPs or use travel monitoring information.

Overall, school travel advisors estimate that on average only thirty per cent of children travel to school by car in their borough or local authority. This figure is lower than anticipated, although it supports research from the National Travel Survey, which estimates that approximately thirty two per cent of pupils would travel to school by car in 2005 (National Travel Survey, 2005). It is probable that school travel work will never be effective at persuading *all* parents to drive to school, however, it is hoped that further work in this area will encourage *increasing* numbers of parents and pupils to adopt more sustainable modes of transport on the school run

The final chapter will consider how school travel work can be improved in the future, starting from the point of remaining barriers to school travel work and moving on to provide key recommendations for schools, school travel advisors and Central Government. It will also discuss the implications of the study context and the wider implications of the research.

5. CONCLUSIONS AND RECOMMENDATIONS

This chapter will consider the future of school travel work. Critical questions will be answered to discover if there are any barriers to school travel work that continue to reduce its effectiveness. It also seeks to understand how school travel work can be improved in the future and provides key recommendations for schools, school travel advisors and Central Government. The chapter concludes by considering the implications of the study context and discussing the wider implications of the research.

5.1 RESPONDING TO THE BARRIERS

Are there any factors that act as barriers to school travel work?

Some of the barriers to school travel work, highlighted by schools and school travel advisors, support previous research findings (DfT, 2004c, DTLR, 2001; Bradshaw and Jones, 2000; Bradshaw and Atkins, 1996; Elliott, 2002). However, many of the findings do not appear to have been highlighted in previous research.

Research from schools

Three-quarters of schools involved in the study consider there to be barriers that reduce the effectiveness of school travel work and / or prevent schools from carrying out travel work. A lack of time to complete school travel work was the most commonly cited barrier. Other barriers cited include: busy parents, parental attitudes, safety issues, poor or unreliable public transport and the weather.

Research from school travel advisors

All school travel advisors involved in the study also consider there to be barriers that reduce the effectiveness of school travel work and / or prevent schools from carrying out travel work.

Common barriers cited by school travel advisors, within schools, include: a lack of time and financial constraints, high workloads and scepticism regarding the effectiveness of school travel work.

Common barriers cited by school travel advisors, within local authorities, include: a lack of internal support for school travel work, a lack of funding for school travel works and high levels of bureaucracy. The nature of school travel work crosscutting different internal departments is also considered to make it difficult to sometimes achieve objectives. Furthermore, local authority school travel advisors are often employed on a contract basis, rather than on a permanent basis. There is often a lack of security of funding for school travel advisor positions and little job-security for school travel advisors currently employed in these positions; this is likely to have long-term implications on the effectiveness of school travel work.

School travel advisors also consider that school travel work will become increasingly difficult because they have generally already started worked with schools that are keen to be involved in school travel work, and are now required to work with schools that are less interested in undertaking travel work. Furthermore, although schools receive funding in the first year after completing a STP, there is currently no funding available when schools are required to renew their STP in the second and third years. Both these factors are considered to act as possible future barriers to school travel work.

Other factors which are considered to act as barriers to school travel work include:

- Government policy - As there is currently no requirement for schools to undertake school travel work, school travel advisors are required to 'sell' the benefits of school travel work to schools. Furthermore, Government policy to allow parents choice over where they send their children to school is considered to make it more difficult for some children to travel to school by more sustainable modes of transport.
- Parental choice – Increasing numbers of women in employment has meant greater numbers of school journeys are combined with trips to work. Abandoning cars may lengthen and complicate journeys for busy parents.

Parental concerns over children's safety is also considered to act as a barrier to school travel work.

- Public transport - The unreliability, or perceived unreliability of public transport, is also considered to deter some parents and pupils from travelling by these modes of transport.

How can school travel work be improved to ensure it is more effective at reducing car dependency?

Schools and school travel advisors offer many recommendations as to how school travel work can be improved, these support and expand upon findings from the Department of Transport (2004c). Key recommendations that directly influence school travel work are shown in Figure 5 and recommendations that indirectly influence school travel work are shown in Figure 6.

5.2 STUDY CONTEXT

It is considered that school travel work may appear more effective at reducing car dependency for this study, compared to school travel work in other areas of Britain, for several reasons including:

- The majority of schools and school travel advisors that participated in the research are located in London. School travel work is believed to more advanced in London compared to work in other areas of the country for several reasons including: schools in London receive support and financial assistance from the Mayor and Transport for London, more pupils are likely to live close to where they go to school making it easier for them to walk and cycle to school, London benefits from a well-connected public transport system and the London Congestion Charging Scheme may deter parents from driving in central London.

Figure 5 Recommendations that directly affect school travel work

Recommendation		Recommended by schools	Recommended by school travel advisors
Recommendations for schools			
Link school travel work into other areas of the curriculum wherever possible		✓	✓
Involve a variety of stakeholders in school travel work including: school staff, parents, pupils, the school council, school travel advisors, neighbouring schools and the wider community		✓	✓
Widely promote and communicate the benefits of school travel work		✓	✓
Reduce the number of cars entering school grounds and ensure there are sufficient facilities for children needing to store bicycles, shower etc		✓	✓
Recommendations for school travel advisors			
Make school travel work easier and quicker for schools to complete, for example, by providing supply cover for schools completing travel work and providing schools with templates, examples and clear guidelines		✓	✓
Encourage schools to adopt STPs incorporating a combination of travel initiatives		-	✓
Ensure all schools have effective systems in place to monitor how pupils travel to school before and after initiatives and STPs are implemented		-	✓
Recommendations for Central Government			
Require all schools to introduce STPs		✓	✓
Introduce penalties for schools not introducing STPs		-	✓
Continue to ensure all STPs continue to meet minimum criteria set by the DfES		-	✓
Require school travel work to be an official criteria in Ofsted reports and link it into other areas of the curriculum		✓	✓
Increase funding for school travel works, improve the flexibility of capital grant funding and ensure that funding is also available after initial funding has been received on completion of a STP		✓	✓
Ensure consistency of funding for the recruitment and retention of school travel advisors		-	✓
Provide greater support, advice and financial assistance for school travel advisors outside London		-	✓

Continue to require school travel work to be linked to the granting of planning permission	-	✓
Introduce a national advertising campaign to promote school travel work	✓	✓
Secure the endorsement of the Department of Health in school travel work to further promote it	-	✓
Allow schools greater control over admissions procedures to reduce the size of catchment areas	✓	✓

Figure 6 Policy Recommendations that indirectly affect school travel work

Broad Objective	Recommendations by school travel advisors how objective can be achieved	
Cut down on short 'non-essential' car journeys	Introduce carbon rationing	
	Re-introduce the fuel escalator	
	Introduce further road-pricing schemes	
Reduce driver speeds and cut down on illegal parking	Introduce satellite technology to monitor and enforce speed limits and illegal parking	
	Introduce 20 mph zones as standard on urban roads	
Promote more sustainable forms of transport including public transport, walking and cycling	Reallocate road space and operate a hierarchy in favour of walking, cycling and public transport, as in York town centre	
	Improve the safety and appearance of the environment for those walking and cycling	
Planning Considerations	Ensure that transport developments continue to be linked in with the planning process and encourage medium to high density mixed-use development where possible to reduce the need to travel	

- Schools travel advisors that participated in the study outside London are from Buckinghamshire. Buckinghamshire is recognised by the Department of Transport (2004c, p72) as being one of several authorities that has undertaken impressive work on school travel or related work on improving safety in residential areas.
- Almost all the schools taking part in the research are non-paying primary schools; these schools are considered easier to engage in school travel work compared to secondary schools and fee-paying schools.
- School travel advisors consider that around ninety per cent of pupils in their borough or local authority travel less than four miles to reach school. It is clear that walking and cycling initiatives will be much easier to promote if pupils travel shorter distances to school. Pupils in other areas of Britain may travel greater distances to reach school; this will make it more difficult for walking and cycling initiatives to be as effective.

Although the findings may not necessarily transfer directly to other areas, it is anticipated that schools and school travel advisors in other locations will benefit from the experiences of schools and school travel advisers in London, Berkshire and Buckinghamshire.

5.3 WIDER IMPLICATIONS

This research has provided valuable insights into school travel work and furthered our understanding of the effectiveness of initiatives introduced as part of school travel work. It has also investigated how school travel work can be improved to reduce our car dependency on the school run in the future.

Further research is recommended to build on the findings in this paper, including research to systematically evaluate the effectiveness of school travel initiatives in other locations and to investigate the reasons for findings. Other questions regarding school travel work remain unanswered and also warrant further research including:

- How effective are STPs at reducing car dependency on the school run?
- If STPs do not become a legal requirement, how can schools be further encouraged to undertake school travel work?
- After schools receive funding on completion of a STP, how can they be encouraged to undertake school travel work in later years when funding is no longer available?

In addition to the need for further research in school travel work, it is clear that a long-term commitment is required from the Government to reduce our reliance on the private car and promote more sustainable modes of transport such as walking, cycling and public transport. Indeed, a recent report by the Commons environmental audit committee criticises the Government for not taking enough action on transport; it is the only sector in the United Kingdom in which carbon emissions were higher in 2004 than in 1990 (Planning magazine, 2006).

Only recently, the Government has started to take steps to increase the cost of driving and ensure that vehicles incurring greater harm to the environment also incur higher economic costs. For example, it has recently introduced variable vehicle excise duty, this means that vehicles using the lowest levels of carbon pay no road tax, while vehicles consuming large amounts of fuel will pay increased rates (BBC News, 7 August, 2006). Furthermore, the Government is considering a return to the fuel tax escalator and may extend road-pricing schemes on a national scale (DfT, 2004b, p46).

Steps to increase the cost of driving must be combined with significant improvements to our public transport system. It is essential to improve the environment for pedestrians and cyclists, to further promote these forms of transport and bring about long-term health benefits. It is also imperative that transport developments continue to be further linked to the planning system to reduce our need to travel in general. Only in this way will it be possible to reduce the harmful impact of our travel choices on the environment and ensure our actions are sustainable.

Appendices

Appendix 1. Questionnaire to Schools School Travel Work

1. Respondent Details

1. Name of School:.....
2. Name of Borough or Local Authority:.....
3. Is the school a primary or secondary school? (Please tick)

Primary	Secondary
<input type="checkbox"/>	<input type="checkbox"/>
4. Are pupils fee-paying or non fee-paying?

Fee-paying	Non fee-paying
<input type="checkbox"/>	<input type="checkbox"/>
5. How far, on average, do most pupils travel to reach the school?

Less than 1 mile	1-3 miles	4-6 miles	7 miles and over
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Methods introduced as part of school travel work

This includes methods that may or may not have been introduced as part of a travel plan. If your school has not introduced school travel work, please skip to question 9.

6. At your school, what measures have been introduced as part of school travel work?

- | | | | | |
|-----------------------------|--------------------------|---------------------------------|----------------------------------|--------------------------|
| Walking Initiatives | Cycling Initiatives | Specialised School Bus Services | Improvements to Public Transport | Education and Training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Traffic Management Measures | Car Sharing Schemes | Other Measures | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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7. Please provide more information about the type of measures that have been introduced:

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8. At your school, how effective are the following measures at reducing car dependency?

	Very effective	Effective	Not very effective	Not effective at all	Don't know	N/A
Walking Initiatives						
Cycling Initiatives						
Specialised School Bus Service						
Improvements to Public Transport						
Education and Training						
Traffic Management Measures						
Car Sharing Scheme						
Other Measures						

3. Improving School Travel Work

9. Do you think there are any barriers that reduce the effectiveness of school travel work or prevent schools from carrying out school travel work?

Yes

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No

☐

Don't know

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10. If you answered yes to question 9, please detail any barriers that reduce the effectiveness of school travel work or prevent your school from carrying out travel work.

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11. How do you think school travel work could be improved at your school in the future?

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12. Do you have any other comments regarding school travel work?

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Thank-you for your time and assistance, it is much appreciated!

Appendix 2. Interview Pro-forma for school travel advisors

Telephone Discussion – School Travel Work

The pro-forma is divided into 4 parts and there are 10 questions in total.

Part 1: Respondent details

Part 2: Transport modes adopted by pupils

Part 3: The effectiveness of methods introduced as part of school travel work

Part 4: Improving school travel work

Part 1: Respondent Details

Date and time of discussion

Name

Position

Borough / Regional Authority

Part 2: Transport modes adopted by pupils

1. For the borough/region where you work, please would you give approximate percentages of pupils that travel to school by the following modes:

Car.....

Car Sharing.....

Tube or train.....

Bus.....

Walk.....

Cycle.....

Other modes (please detail).....

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2. If your borough/region has high levels of car dependency on the school run, do you think there are problems associated with this? (Please give reasons for your answer).

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Part 3: The effectiveness of methods introduced as part of school travel work

3. Which of the following methods do you consider *most* effective at reducing car dependency on the school run? (Please give reasons for your answer)

Walking initiatives, cycling initiatives, Specialised school bus services
Improvements to public transport, Education and training, Traffic management measures, Car sharing schemes, other measures.

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4. Which of the above measures do you consider *least* effective at reducing car dependency on the school run? (Please give reasons for your answer)

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5. Overall, how effective do you consider school travel work at reducing car dependency on the school run? (Please give reasons for your answer)

Very Effective / Effective / Not very effective / Not effective at all

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Part 4: Improving School Travel Work

6. Do you think there are any factors that make it difficult to carry out school travel work? (Please give reasons for your answer)

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7. If you answered yes to question 6, what do you think is the most important factor that makes it difficult to carry out school travel work? (Please give reasons for your answer)

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8. How do you think school travel work could be improved to ensure it is more effective in the future at reducing car dependency? (Please give reasons for your answer).

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9. What do you consider to be the most important factor that would improve school travel work in the future? (Please give reasons for your answer).

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10. Do you have any other comments regarding school travel work?

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Many thanks for your time and assistance – it is much appreciated!

Appendix 3. Results of questionnaires to schools

1. Name of School:

Name of School:	
<u>1.</u>	Bell Lane Primary
<u>2.</u>	All Saints' C.E. Primary
<u>3.</u>	St Augustine's Primary
<u>4.</u>	St Anne's' Primary School
<u>5.</u>	Parkwood
<u>6.</u>	Whittingham Primary
<u>7.</u>	Lowther Primary
<u>8.</u>	Tyssen
<u>9.</u>	La Sainte Union Catholic Secondary School
<u>10.</u>	Bishop Justus Church of England School
<u>11.</u>	Bishop Justus CE School
<u>12.</u>	St. Anselm's RC Primary School
<u>13.</u>	Blessed Dominic RC Primary
<u>14.</u>	Collis Primary School
<u>15.</u>	Sheringdale
<u>16.</u>	Parliament Hill School
<u>17.</u>	The Alton
<u>18.</u>	Walthamstow School For Girls
<u>19.</u>	Argyle primary
<u>20.</u>	The Russell School
<u>21.</u>	St Saviours School
<u>22.</u>	St Peters
<u>23.</u>	Downe Primary School
<u>24.</u>	Archbishop Sumner
<u>25.</u>	Brookland Junior School
<u>26.</u>	Biggin Hill Junior
<u>27.</u>	Hayes School
<u>28.</u>	Argyle Primary
<u>29.</u>	Larmenier & Sacred Heart
<u>30.</u>	William Morris Academy
<u>31.</u>	St Josephs
<u>32.</u>	Sir John Lillie Primary School
<u>33.</u>	Sellincourt

34.	St Patrick's Catholic Primary School
35.	Saint Cecilia's, Wandsworth
36.	Streatham & Clapham High
37.	Tom Hood School
38.	Hurlingham & Chelsea
39.	Stoke Newington
40.	Thomas Gamuel Primary School
41.	St Osmund's Catholic Primary
42.	St Paul's Girls' School
43.	Yardley
44.	Westende Junior School
45.	Robert Piggott Junior
46.	Highwood
47.	Maiden Erlegh School
48.	Farley Hill Primary School
49.	Loddon junior
50.	Nine Mile Ride Primary
51.	Crazies Hill CE Primary
52.	The Forest School
53.	Rivermead Primary School
54.	Shinfield St. Marys CE (VA) Junior School

2: Name of Borough or Local Authority:

Name of Borough or Local Authority:	
1.	Barnet
2.	Barnet
3.	Hammersmith & Fulham
4.	Wandsworth
5.	Hackney
6.	Waltham Forest
7.	London Borough of Richmond
8.	Hackney
9.	Camden
10.	Bromley
11.	Bromley
12.	Wandsworth

13.	Barnet
14.	Richmond upon Thames
15.	Wandsworth
16.	Camden
17.	Wandsworth
18.	Waltham Forest
19.	Camden
20.	Richmond Upon Thames
21.	Lambeth
22.	Hammersmith and Fulham
23.	London Borough of Bromley
24.	Lambeth
25.	Barnet
26.	Bromley
27.	Bromley
28.	Camden
29.	Hammersmith & Fulham
30.	London Borough of Hammersmith & Fulham
31.	LBBD
32.	Hammersmith and Fulham
33.	Wandsworth
34.	Waltham Forest
35.	Wandsworth
36.	LB Lambeth
37.	LB Waltham Forest
38.	LONDON BOROUGH HAMMERSMITH & FULHAM
39.	London Borough of Hackney
40.	Waltham Forest
41.	LBRUT
42.	Hammersmith & Fulham
43.	WALTHAM FOREST
44.	Wokingham
45.	WOKINGHAM
46.	Wokingham
47.	Wokingham District Council
48.	Wokingham
49.	Wokingham

50.	Wokingham
51.	Wokingham
52.	Wokingham LEA
53.	Wokingham
54.	Wokingham

3: Is the school a primary or secondary school?

	Response (Percent)	Response (Total)
Primary	72.7	40
Secondary	29.1	16

4. Are pupils fee-paying or non-fee paying?

	Response (Percent)	Response (Total)
Fee paying	5.5	3
Non-fee paying	94.5	52

5. How far, on average, do most pupils travel to reach the school?

	Response (Percent)	Response (Total)
Less than 1 mile	45.5	25
1-3 miles	45.5	25
4-6 miles	10.9	6
7 miles and over	0	0

6. At your school, what measures have been introduced as part of school travel work?

	Response (Percent)	Response (Total)
Walking initiatives	82.8	24
Cycling initiatives	75.9	22
Specialised school bus service	10.3	3
Improvements to public transport	3.4	1
Education and training	69	20
Traffic management measures	41.4	12
Car sharing schemes	13.8	4
Other measures	6.9	2

7. Please provide more information about the types of measures that have been introduced: (Please see overleaf)

8. At your school, how effective are the following measures at reducing car dependency? (Please see overleaf)

9. At your school, how much do you consider that school travel work has reduced car dependency?

	Response (percent)	Response (Total)
Less than 10%	39	11
11-20%	21	6
21-30%	4	1
31-40%	0	0
41-50%	0	0
51-60%	0	0
61-70%	0	0
71-80%	0	0
81-90%	0	0
Over 90%	4	1
Don't know	32	9

10. Do you think there are any barriers that reduce the effectiveness of school travel work or prevent schools from carrying out travel work?

	Response (percent)	Response (Total)
Yes	75	13
No	10	4
Don't Know	15	6

11. If you answered yes to question 10, please detail any barriers that reduce or prevent school travel work from taking place at your school (Please see overleaf).

12. How do you think school travel work could be improved at your school in the future? (Please see overleaf)

13. Do you have any other comments regarding school travel work?

No responses

Question 7. Please provide more information about the types of measures that have been introduced:

1.	Encouraging pupils to walk (Wow, Walk to School week). Shelter has been built for children who walk to school so that they can wait safely) New cycling storage facilities being built Education: Road safety % cycling proficiency
2.	We are looking into the possibility of having a walking bus. We are still trying to find a place to site cycle parking in a very small school. The council is undertaking traffic management.
3.	We have only just completed our travel plan. We intend to talk part in Walk to school week and the Walk on Wednesday initiative. We are going to map the routes children take to school and look into the feasibility of a walking bus. Yr 1 and Yr 2 receive road safety education from the council's public safety department. Yr 6 is receiving cycling proficiency and we intend to extend this to include year 5. We will also run some Dr Bike cycle maintenance sessions. The council are working with us to improve the position and type of crossings outside the school making it safer and easier to walk.
4.	Wow was a great success and motivated both adults and children We now have extensive cycle training and a bike pool of 10 adult bikes and 20 children's bikes.
5.	Training of student as to how to use public transport safely and respectfully. This is delivered through assembly and guest speaker programme. Cycling proficiency courses were run last year and a pass system is used for cyclists (helmets required etc.) Liaison with local bus companies has led to increased number of buses at school ending time and liaison with local beat officers and community support officers has led to increased patrol at certain times (such as last day of term etc)
6.	Walking buses Scooters Walk to school week Walking Wednesday
7.	LEA cycling proficiency Cycle shelter and security gates/lockers for children staff shelter planned 06/07 links with junior YIP for graffiti wall by cycle shelter
8.	We have written a Travel Plan that includes all of the measures (ticked) above. We are waiting to hear back from Lambeth about it. We are in the process of introducing the measures
9.	Walk on Wednesday bike racks cycling training cycling events walking buses keep healthy assemblies close contact with the borough on new ideas coming out displays widening pavements one way traffic
10.	General encouragement Badges for those who walk Reminders that walking keeps you fit etc
11.	Encouragement of pupils to walk to school (WOW scheme), including a failed attempt to introduce a walking bus, calming measures at entrance, crossing patrol. We also signed up to a car-sharing scheme but that didn't work either. Cycling is not viable as the traffic environment is too hazardous.
12.	Almost all children are within walking distance and we have a 'walking bus'. No staff use a car to come to work and we have 2 bikes provided by the school for staff to use for any meetings they may have. Quite a few staff cycle to school.
13.	As we are an exclusively 16 to 19 secondary state school situated close to Hammersmith, the majority of our students make their own way to the Academy

	using public transport (66%), walking (23%) or bicycle (5%). Only 6% of students travel to school by car, although we are concerned about the dangers posed by the ever-increasing local traffic around the school. We therefore encourage sustainable travel within our literature and promote public transport methods. We have arranged structured cycle training and free bike checks as part of our Enrichment activities and are looking to increase the number of dedicated cycle parking spaces within the school site. A number of actions have been identified to reduce traffic congestion, vehicle pollution and road danger around the school and these are to be further discussed with the Council's Highways & Engineering Department.
14.	Pupil involvement with appointment of Junior Road safety Officers working with LA Road Safety team producing competitions and assemblies for school Council agenda item All recently started effectiveness monitoring now in place results in 2-3 years
15.	1. Traffic Calming 2. Additional crossing 3. Liaison with nearby school for integrated travel plan 4. Promoted walking to school
16.	WE ARE TRYING TO CREATE A BETTER SEATING AND WAITING AREA FOR PARENTS TO MAKE WALKING TO SCHOOL ND WAITING TO PICK UP CHILDREN A BETTER EXPERIENCE. WE ARE GOING TO MAKE IT A HIGHER PROFILE WHEN WE RE ASSESS OUR HEALTHY SCHOOLS AWARD. THIS WILL GO UNDER EDUCATION AND TRAINING I PRESUME
17.	Measures to promote walking and cycling via assembly and questionnaires. Additional cycling sheds and school provides cycling proficiency test. School buses and car sharing schemes promoted to parents.
18.	We have a walking bus scheme from pick up points. Walking bus to after school club. Walking bus from breakfast club. Cycling Proficiency scheme and subsequent ability to cycle to school.
19.	WALK TO SCHOOL DAY - INCENTIVES OF STICKERS ETC. SCHOOL TRAVEL PLAN FUNDING FROM LEA (LAST YEAR) RESULTING IN IMPROVED FACILITIES FOR WALKERS. LEA INSTALLED PELICAN CROSSING AND EXTENDED FOOTPATHS TO PROVIDE SAFER ROUTE TO SCHOOL. CYCLING PROFICIENCY TRAINING IS GIVEN TO YEAR 6 AND WHEN/IF THEY PASS THEY ARE ALLOWED TO CYCLE TO SCHOOL WHERE CYCLE PARKING IS FACILITATED.
20.	Drop off zone Campaign for a car park
21.	Flashing school signs new light controlled crossing
22.	Walking buses for walk to school weeks Cycling proficiency training for Yr6 and places to park bikes introduced. We promote the use of the school bus services frequently.

Question 8. At your school, how effective are the following measures at reducing car dependency?

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Lessons in school travel work

Very effective	Effective	Not very effective	Not effective at all	Don't know	N/A	Response Average
Walking Initiatives	21% (6)	41% (12)	17% (5)	3% (1)	14% (4)	2.46
Cycling Initiatives	23% (6)	19% (5)	31% (8)	8% (2)	8% (2)	2.52
Specialised School Bus Service	6% (1)	6% (1)	6% (1)	11% (2)	6% (1)	3.17
Improvements to Public Transport	6% (1)	11% (2)	0% (0)	11% (2)	17% (3)	3.50
Education and Training	12% (3)	63% (15)	8% (2)	4% (1)	8% (2)	2.30
Traffic Management measures	14% (3)	23% (5)	23% (5)	5% (1)	18% (4)	2.89
Car Sharing Scheme	5% (1)	10% (2)	19% (4)	0% (0)	19% (4)	3.36
Other Measures	7% (1)	0% (0)	0% (0)	13% (2)	27% (4)	4.14

Question 11. If you answered yes to question 10, please detail any barriers that reduce or prevent school travel work from taking place at your school.

1.	Time to introduce initiatives alongside the dozens of other initiatives!
2.	Many parents work and use their cars to drop children off at school first before continuing their journeys. Some children attend after-school activities elsewhere, so parents tend to use cars to ferry children to different locations after school.
3.	Pupil safety public transport
4.	Time constraints for the teacher carrying out the plan and the teachers who have to help to implement it. Difficulties in getting money from the council even when it has been approved.

5.	Time. The plans are quite detailed and laborious and require input from many different sources. This is not core business for a school so is often no-ones direct responsibility or tagged on to the end of someone's job description that has many other things to do. It often is pushed to the bottom of lists of things to do.
6.	WORKLOAD
7.	Local transport is very poor
8.	Teachers with marking can't easily cycle to work. We are located at the top of a hill and on a busy road - difficult for cycling.
9.	We can't really affect the main cause of car dependency for our children, as it is the state of the roads near the school. Lack of funds and overwork also clearly has a major impact of how much we can achieve
10.	Convenience for parents
11.	Time -enthusiastic to do this but overloaded by all the rest of the work!
12.	Generally the business of parents - - shift work etc
13.	The location of the school and the surrounding roads are not conducive to the introduction of other measures such as cycling.
14.	Age of pupils safety issues not knowing your neighbours
15.	We have only recently completed our School Travel Plan, but are hoping to receive around £9K of support from Transport for London to develop a number of schemes within the Academy that is very much welcomed. In terms of reducing traffic congestion, vehicle pollution and road danger around the school site (which is a primary concern of staff and students) we are very much reliant on being included in LBHF's 'Safer Routes to School' programme for subsequent financial years.
16.	Distance pupils live from school parents work patterns and places of work. Transport links
17.	Local transport unreliable, children too young to travel alone Therefore parents wan to take them in a car for speed and safety.
18.	Parental attitudes
19.	1. Parents lack of time 2. Parent's perception of dangers en route to school. 3. Poor or unreliable public transport which prevents a culture of use developing 4. Weather - the greater part of the school year is during inclement weather. Parents of children aged 3-11, often with younger siblings, find it difficult to walk to school in cold, rain, wind, snow etc. 5. Denominational school - so our catchment area is wider than a local school. Some children travel from more than 3 miles away, but mainly within the 1-3 mile band. 6. Parents are reluctant to participate in Walking Bus because of perception of problems that may ensue.
20.	Parents are encouraged to express a preference for a school based on a number of factors. For most, distance is not as important as quality of educational

	provision.
<u>21.</u>	This is not a priority for schools and it is very difficult for staff to find the time to complete such a document.
<u>22.</u>	Time/money.
<u>23.</u>	As working mother I could not abandon my car. Getting children to a child minder and then arriving at work on time myself would be impossible on public transport I suspect it is the same for my parents here at school.
<u>24.</u>	Fear of traffic and fear of crime.
<u>25.</u>	Roads in the area are very dangerous for cyclists and pedestrians - not enough room given for cyclists and not many designated cycle lanes. Pedestrians have to be careful of cars mounting the pavement in certain congested roads.
<u>26.</u>	MORNINGS A LOT OF PARENTS DROP OFF EN ROUTE TO WORK OR SHOPS AS PART OF THEIR MORNING ACTIVITIES. THE VILLAGE AS A WHOLE IS VERY CAR DEPENDENT - ONLY ONE SMALL EVERYTHING SHOP, NO BANK, ETC. VIRTUALLY ALL RESIDENTS ARE COMMUTERS TO WORK OUTSIDE VILLAGE AND SO DRIVING IS VERY MUCH A PART OF CHILDREN'S LIVES. ONE GROUP WHO DO TEND TO WALK TO SCHOOL ARE THOSE WITH DOGS AS MUMS CAN WALK THE DOGS AT THE SAME TIME AS DELIVERING CHILDREN. AFTERNOONS MANY CHILDREN GO TO AFTER SCHOOL CLUB OR SCHOOL ACTIVITIES AND A LARGE PROPORTION ARE PICKED UP BY CAR WITH ONE PARENT TAKING HOME SEVERAL CHILDREN.
<u>27.</u>	Lack of effective public transport no incentives not to use cars
<u>28.</u>	Yes time and expertise from staff. Busy teachers and HT are expected to produce all this work and then wait on the approval or not as the case may be of councillors and other bodies.
<u>29.</u>	Reluctance of school to encourage cycling because they would feel responsible if the child had an accident on the way to school
<u>30.</u>	Parents rushing to work straight from dropping children off at school. The nature of some of the roads may put off some parents allowing children to cycle or walk independently-weight of traffic, difficult roundabout junction.

Question 12. How do you think school travel work could be improved in your school at the future?

<u>1.</u>	Give us time to get on with our travel plan that keeps going on the back burner because of other priorities!
<u>2.</u>	Education about health benefits of walking. Provision of more cycle shelters. Whole school -initiatives e.g. walk to school days.
<u>3.</u>	We need cycle parking but there is very little space in the school.
<u>4.</u>	Since we have only just completed our plan I am hoping that there will be improvements in the next year or so.

<u>5.</u>	Moves to include this type of work in PSHCE curriculum would help
<u>6.</u>	We have no real measures to reduce car dependency. May be material on in this area for our promotional and information material we provide to existing and potential students and their families?
<u>7.</u>	More involvement of parents
<u>8.</u>	Increased awareness
<u>9.</u>	Further education of the children and parents! Increase awareness of the environmental effects of walking to school.
<u>10.</u>	To implement the staff cycling initiative and install a shower as staff survey indicates that more staff would cycle with this
<u>11.</u>	Introduction of a travel plan
<u>12.</u>	Just re doing it in line with the new guidance.
<u>13.</u>	Involve local government more- traffic reducing etc
<u>14.</u>	Put it in the curriculum
<u>15.</u>	Drip feeding
<u>16.</u>	No parking zones around the school area rigorously policed.
<u>17.</u>	Daily encouragement about benefits of walking rewards for walking/sharing cars educating children and parents
<u>18.</u>	We have found the support offered by the Council's School Travel Plan Adviser to be invaluable, as well as the initial STP funding provided by Transport for London. It would be beneficial if such advice and financial support could continue in future years to assist in developing our STP Action Plan further.
<u>19.</u>	It is a new initiative and will be evaluated over the next 2-3 years.
<u>20.</u>	We have interest in cycling but safety is a big issue and the bike lanes although in existence are inadequate and unsafe, especially for small children. You also have the issue of time, people have to drop children off and move on to work therefore walking may not be fast enough. We have not looked at how many people use a car and then go on somewhere else as opposed to just dropping off at school, may be worth investigating into. Car pooling may be an option, also school bus would be good as only children on it therefore not mixing with public and seen as safe, and when suggested to children they liked the idea of a school bus.
<u>21.</u>	We need to get a plan in place
<u>22.</u>	1. Improve public transport 2. Staff share cars more (some already doing this)

23.	On the whole, children only travel to school using cars or public transport when they have no choice. Change will only be possible if government strategy returns to local schooling as the norm.
24.	Funding for dedicated (1 day per week? travel co-ordinator - possibly shared across schools. Funding for publicity/purchase of bicycles/cycle training etc. Government are giving capital money only.
25.	I really don't know, short of taking away peoples freedom of choice and banning cars!
26.	Increased co-operation with neighbouring schools
27.	THE WORK WILL BE LED BY THE SCHOOL COUNCIL
28.	More use of car sharing and facilities offered by the council whereby the routes to school are made safer.
29.	SELF-REGULATING DUE TO LACK OF PARKING AROUND SCHOOL SO SHOULD NOT INCREASE. NEW SYSTEM OF LEA CONTROLLING ADMISSIONS MAY REDUCE NUMBER OF OUT OF VILLAGE CHILDREN IN THE SCHOOL. A "WALKING BUS" IS BEING CONSIDERED, BUT CONCERNS OVER RESPONSIBILITY/LIABILITY FOR VOLUNTEER "BUS CONDUCTORS".
30.	We need to cut down on the number of cars coming onto the school campus.
31.	By all services within the LA working together to give a school comprehensive advice and help to write the plan so time not wasted on areas of which there is no hope.
32.	Encourage cycling (cycle sheds) stop people parking near the school or driving onto the site!
33.	We are in the process of working on a Safer Routes for Schools Travel Plan and will be sending out a questionnaire to all parents about the difficulties they face on the school run. More walking buses
34.	This is a small rural school (81 on roll) with no public transport. There is a school bus that transports approx 10% of the children. Parents do share but they come from a large area around and this is sometimes difficult. There are only a few local children and at present they are too young to walk to school (there is only about 100 yds of pavement to the school. Improvements could only be made by trying to link up parents for the school run and for the LEA to increase the area from which children could use the school bus service that also serves other local schools.

Appendix 4. Transcribed notes from interviews with school travel advisors

Telephone Interviews – School Travel Work				
Part 1: Interviewee Details				
	Date and Time	Name	Position	Borough/ Regional Authority
Interviewee 1	12 th May 2pm	Richard Evans	School Travel Advisor	Hammersmith & Fulham
Interviewee 2	16 th May, 1pm	Jane Woods	Safer Routes to School Officer (Buckinghamshire County Council) and South East Regional School Travel Advisor	Buckingham County Council
Interviewee 3	16 th May, 2pm	Mark Frost	School Travel Advisor	Hounslow
Interviewee 4	16 th May, 3pm	Helen Morley	School Travel Plan Projects Assistant	Camden
Interviewee 5	18 th May, 12pm	Louise French	School Travel Plan Officer	Bromley
Interviewee 6	18 th May, 1pm	Rebecca Coldicott	Transport Planner	Richmond
Interviewee 7	18 th May, 2pm	Laitan Williams	School Travel Advisor	Haringey
Interviewee 8	18 th May, 3pm	Mark Bunting	School Travel Co-ordinator	Bexley
Interviewee 9	18 th May, 4pm	Nicky Ward	Senior Consultant	Southwark
Interviewee 10	19 th May, 1pm	Reeta Lad	School Travel Co-ordinator	Wandsworth
Interviewee 11	19 th May, 2pm	Hermione Brightwell	School Travel Advisor	Sutton
Part 2: Transport modes adopted by pupils				
1. For the borough/region where you work, please would you give approximate percentages of pupils that travel to school by the following modes: Car, tube or train, bus, walk, cycle, other modes (please detail)				
Interviewee 1	Varies between secondary and primary schools. For all primary schools with travel plans, about 20% travel by car, % by tube or train is negligible, 10% at most travel by bus, 60-80% walk, below 5% cycle. Other modes, "Scooters are quite popular at some schools, there is quite a scooter culture at some schools". Modes for secondary schools cannot be detailed as don't			

	have the statistics only received a travel plan for one senior school, however there are thought to be more children cycling to school and taking the bus, much less driving, most children make their own way to school. The borough are introducing new software that will show patterns of travel modes, can enter information from travel plans.
Interviewee 2	Car figures split in two: Car share 8.1%, Car single occupant/single pupil 29.62%, tube or train 1.21%, bus 20.38%, walking 38.87% (includes park and walk), cycling 1.83%, no other modes. For all primary and secondary schools that have got a travel plan in place.
Interviewee 3	I have before/after results for 15-16 schools that have implemented travel plans, there are more schools that have plans in place but I haven't worked out the results for all of them yet, it will probably be broadly similar though. There are limitations e.g. some figures are based on children putting their hands up in class. About 29% travel by car and 5% of that is car sharing, 1% by tube or train, 16% by bus, 51% walk (most children live within a mile of school) and about 35 cycle. No other modes. This is for all schools in the borough including primary and secondary schools that have plans in place.
Interviewee 4	For all schools including primary, secondary and independent schools with travel plans car/van is 33%, tube or train 0%, bus 1%, walk 32%, cycle 2%, also 20% car share.
Interviewee 5	Actual percentages for schools in the borough with travel plans (53 schools) based on hands up surveys in class. 65% car. 32% walk. Tube or train, bus and cycle all 0.8%.
Interviewee 6	Estimated figures for all primary and secondary schools with travel plans: Car 45%, tube or train 1%, Bus 2%, Walk 35% and cycle 8%. Other modes car share 4%, scooter 5% (push along).
Interviewee 7	For all primary and secondary schools including independent schools that have approved school travel plans or are working with us on their plans, 65 out of the 94 schools in the borough. Car 23%, tube 0.5%, train 0.5%, bus 14%, walk 60%, cycle 1%, other modes, school bus 1%.
Interviewee 8	We did a sample of primary and secondary school in the borough 18 months ago, includes independent, both schools with and without travel plans. Car 30%, tube or train less than 1%, bus 14%, walk 51%, cycle less than 1%, other modes 5% probably scooter.
Interviewee 9	These are all estimates for primary state schools: car 10%, tube or train 5%, bus 25%, walk 60%, cycle negligible. That's across the borough as a whole. They have a significant number of pupils walking because of the nature of the borough; it's very deprived. The private schools are different, there's a cluster of private schools in Dulwich. A lot of secondary school pupils come by public transport.
Interviewee 10	This is for all schools in the borough with and without travel plans, primary and secondary and independent schools, we do an annual survey; this is the result of all schools for 2005. Car 30% tube 2%, train 3%, bus 16%, walking 43%, cycling 3%, other modes scooter 2%.
Interviewee 11	It's very difficult to say, I'm in the process of collecting data across the board. Estimates for primary/secondary and

	independent, they range from 20-50% by car. No tube, 10% max by train, about 20% buses, about 50-70% walking, 5% cycling and no other modes except perhaps scooting.
2. If your borough/region has high levels of car dependency on the school run, do you think there are problems associated with this? (Please give reasons for your answer).	
Interviewee 1	Most children walk to school, only a small minority come by car and cause the problems. "There are undoubtedly problems associated with the school run, air quality, road danger, noise, all that sort of stuff." Cars arriving outside the gate all at quarter to nine, it's chaotic and dangerous for children that are walking to school, need to negotiate those few cars. "It's a recipe for danger and potential catastrophe". It only takes quite a low level of car dependency to cause quite a lot of chaos."
Interviewee 2	Car dependency is starting to come down based on our transport travel survey. There are problems associated with car dependency. For the pupils, if they're dependent on the cars then they are not independent, lack of street awareness i.e. not knowing how to read timetables, how to cross the road, not being aware of road safety, health problems if they're not out and about, walking and cycling. For the community we've got the environmental problems, the air quality and congestion.
Interviewee 3	Congestion, we have a lot of local traffic and we also have a lot of through traffic on the A4 and going to Heathrow. The biggest problem is tackling the vicious circle that has developed, a large number of people drive their children to school, this increases the safety risks for children that may be e.g. walking or cycling to school and which in turn encourages their parents to drive them to school. We need a significant cultural change. Local air pollution is a big problem in the borough and the health of children is another big issue.
Interviewee 4	We carried out surveys on our school run and there are extra 3,000 cars on Camden Road during term time, this causes problems with increased congestion, problems with parking with local residents, carbon dioxide and problems with climate change. The number of cars has since reduced, I'll discuss it later on, and it's to do with the introduction of parking permits in the borough.
Interviewee 5	Bromley is the largest borough geographically in the whole of London and we also have the highest levels of car ownership across London; about 1.25 cars per household, which is higher than the whole of London. "It's quite an affluent borough and many parents feel that it's their God-given right to drive their pupils to school." We have major problems with congestion; some parents get to school 40 minutes early so they can get a parking space, it's quite bad, 4x4's etc. Many schools that have a travel plan purchase a barrier to prevent parents from driving in, the real problem is on the surrounding roads. We ask them to park and stride e.g. ask parents driving to park 500 metres away and walk from there. There's also a problem with illegal parking outside schools on the zig zag lines outside the school.
Interviewee 6	Congestion, safety issues outside the school gate. Richmond is the second wealthiest borough, lots of parents can afford to own one or more vehicles, there is a lot of car use and it is definitely a problem.
Interviewee 7	It's not as high as the percentage walking but we'd still like it to be reduced. There are problems, the volume of traffic at peak

	times, 1/3 of cars on the road at this time are cars on the school run, this leads to a lot of congestion and pollution. The more children that are going to school in the car means they are less aware of the environment around them, they have less road safety awareness, they may not be as alert in the morning compared to if they walked or cycled, they won't necessarily know how to navigate streets or routes or judge the speed of cars etc.
Interviewee 8	The issue varies from school to school, the church schools have a larger catchment area, and at the state primary school in less affluent areas of the borough almost all pupils are walking to school. We do have issues driving to school, congestion, local atmospheric pollution, safety issue although where the roads are congested it actually slows down the traffic, but it's not perceived to be safe.
Interviewee 9	I don't think high levels of car dependency are an issue in Southwark.
Interviewee 10	I think 30% is quite good in terms of car dependency on the school run for this region. The highest levels is for independent primaries, this is 61%, double the amount generally, we're trying to get them on board with school travel plans, they've got larger catchment areas. Schools do report a congestion problem, that's the biggest issue, also safety and illegal parking.
Interviewee 11	Congestion and pollution, parking outside schools, road safety. A couple of instances of congestion in real residential areas, inconsiderate attitudes from parents.
Part 3: The effectiveness of methods introduced as part of school travel work	
3. Which of the following methods do you consider <i>most</i> effective at reducing car dependency on the school run? (Please give reasons for your answer) Walking initiatives, Cycling initiatives, Specialised School Bus Services, Improvements to Public Transport, Education and Training, Traffic Management Measures, Car Sharing Schemes, Other Measures.	
Interviewee 1	"My preference, the most obvious solution, at a primary level is walking ." Most children live less than a mile to school, any child should be walking that sort of distance on a daily basis, the basic minimum amount of exercise that his body needs. Cycling initiatives at a secondary level , children bit older, likely to be travelling a bit further to school. "I have a personal preference for the active travel modes, not only to get them out of cars but to encourage them to be active and to learn good habits. " Short journeys are best made on foot or by bicycle..." "We've just learnt that child obesity has doubled in the last 10 years from 14 to 25%, it's associated with lower levels of exercise... it's having a dire effect on the youngsters, many will end up dying before their parents if we carry on at this rate." No school journeys in this borough are really long enough to warrant specialised school bus services, however for the children with special needs, we've got almost 100% of pupils attending using the school bus services. "Education and training is important, we do a cycling training programme up to the national standard level now... children get trained to a much higher level and it includes on road training, including riding on the roads they will be using to get home from school, it's a much more realistic cycling programme." It's for children that come forward that want to receive cycle training. Road safety training is done by the

	<p>council's highways department, teaching general road safety to all children, related to walking. We do try to help schools organise walking buses, one parent can manage a group of 6-8 children, quite sociable, and has been proven to improve attendance and punctuality as well." Traffic management measures can certainly help, during the school travel plan we do the surveys that can identify and problems with the roads around the schools, there might be a busy road and parents may be reluctant to allow their children to walk or cycle because of that busy road. We bring in highway engineers, look at what we might do to reduce the danger, putting in a crossing, bringing down the speed limits or widening the pavements, "There's a whole range of things we can pick from to improve the safety at any one identified danger spot". Whether or not there's any record of blood on the road, the school travel plan approach recognises perceived danger, even if there's an accident free record, that road may look so off putting that no-one ever attempts to cross it. We can now justify spending money on engineering methods to put in a safe crossing if put in school travel plan as a barrier to walking/cycling to school. Example of that at Kenmont Primary School at Scrubs lane in the very north of borough, identified the junction of scrubs lane and Harrow lane, there are traffic lights there but no pedestrian crossing so you could never cross easily or safely. A lot of the children come from that way and they're coming the sort of distances that could be cycled or walked and yet many of them weren't, many were coming by car, it's an "identified danger spot". Both major roads. "The travel plan has identified the need for a safe crossing there and we're going to get it." "It's a good example of a traffic management measure that should in theory improve walking and cycling to Kenmont school."</p>
Interviewee 2	<p>None of those specifically, the reason being, "unless you've got something that increases awareness of what you're doing and why you're doing it, none of those measures would work on their own." I would put that increasing the awareness, my ex-manager used to call it 'hearts and minds' you need to have that in mind for those initiatives to take off. Then, once you've got the 'hearts and minds' it depends on the type of school that you're dealing with, each school is very individual. In Bucks, you need to go with almost, a 'shopping bag of different measures' and listen to the school to find out what their core concerns are, the location, geography, the type of pupils, is it special needs/primary or secondary school? You need to understand all that, to determine what is most effective for them. I.e. Increasing awareness and have the most appropriate initiatives for each particular school. For the primary schools in Bucks, the walking initiatives have been most effective, because pupils tend to live closer (secondary schools, travel from further away and they're more independent). We have incentives for parents, walking buses, at that age they're very keen on low cost incentives and they don't mind walking together in a crocodile, you've got a very environment for promoting walking, that has been our most successful. For secondary schools, we haven't had as much success at this stage; Bucks have just been given 'Cycling Demonstration Town Status', that's funding for 3 years. We also have a 'Bike-it' officer; they're hoping to increase the profile of cycling. In surveys cycling comes across as the preferred mode of travel. From the surveys we do, we're trying to promote cycling now, "Cycling initiatives could be the thing in the future that all the secondary schools go for."</p>

Interviewee 3	<p>We have carried out before/after surveys recently on the effectiveness of different initiatives at have found that overall they weren't very effective at altering modal shift. However, walking initiatives have been most effective at altering modal shift, we have a 'Walk on Wednesday' (WOW) initiative that is successful but it can be difficult to maintain enthusiasm over the longer-term. We also have a 'Walk to School Week' with mascot, Deborah the Zebra, which is successful in the short term at encouraging children to walk but appears to make little difference in the longer-term. We are doing a lot more cycling initiatives including on road cycle training for both primary and secondary school children. The best cycling initiative has been increasing cycling parking at schools, at one school this has trebled the number of children cycling to school from 20 to about 90. We don't do specialised bus services because this is not considered necessary; with the Oyster cards there is now free bus travel for under 16s since March last year, this has had a massive impact. We have also put a few bus lanes in place. In terms of education and training we have run workshops at primary and secondary schools on the impacts of travelling to school by car, pedestrian training schemes etc. We have no idea how effective these are but I consider the changes are incremental. It's part of a bigger process that involves lots of other bodies. We know from research that most children don't want to travel to school by car and 50% want to cycle to school. We haven't introduced many car-sharing schemes. Traffic management measures have a slow impact and it takes times to see marked improvements.</p>
Interviewee 4	<p>At Camden, the scheme that works best for us is the introduction of car parking permits. 'We've aiming for a 20% reduction each year over a 5 year period so we'll end up with zero per cent or 10% from the original baseline figure after 5 years.' We're also trying to get a school bus service running between several schools, there has been overcrowding on the public buses, buses have been driving past kids waiting at bus stops, this has made them late for school. By paying for a specialised bus service, the parents know what service they're getting, it's reliable, and it'll stop outside their house, its more feasible for the school run. It'll probably be about 90% subsidised, if not by the schools then by the local authorities, we'll be doing it conjunction with Hackney council – it's still in the pipeline. Walking initiatives work but don't necessarily stop parents driving, we do a 'Walk on Wednesday' initiative, they get incentives each year and receive a badge each month, it's not a major factor. We have a large percentage of pupils from North West Three region, people are very wealthy, high statues etc, we've got a problem there that they won't give up their cars and when they do drive they can afford to pay the fares, socio-economic status in the borough, that's why we've introduced the car parking permit scheme. We won an award for the car parking permit scheme 'The most innovative transport project in London.'</p>
Interviewee 5	<p>Walking, in November 2004 we piloted a scheme called Walk on Wednesday (WOW), with 3 schools and had a fantastic response. In 2005 we expanded it to include all the schools that have completed a school travel plan (about 30/31 schools) we've now taken on another 25 schools and have got 53 schools in total and have now got 10,000 pupils walking to school every month. They can choose their day, if they come from further away and/or their parents' work we do park and stride. We have got a furry bear suit, 'Ma bear' to promote and launch the scheme. We've got colouring competitions too. That's the</p>

main initiative, it's quite expensive to run but we've seen an average 27% reduction in car use. If schools have got fewer weeks in the term they may run if for two days during one week. I'm not sure if it encourages children to walk to school more generally, that might be something to investigate at a later date. We also do **walking buses**. We do the **cycle proficiency training** for about 5,000 children per year, for children in year 6 (primary school age 6) and we do year 5 fun days when we go into schools and do fun stuff in the playground, to raise awareness etc. We also do a **design competition** e.g. ask them to design a wacky and funky helmet and we'll give the school a prize for the best design/s. The Mayor is running a **cycle parking programme** where he gives schools with plans funding for secure bike storage, about 5/6 schools last year received the funding and we've got more schools this year, we've been doing launch events where we've been giving the schools free cycle cookies (biscuits). Linked in with school travel is **free adult and family cycle training**, we have a bank of freelance instructors who deliver that, if parents feel more confident on the their bike they'll probably feel more confident taking their children to school on their bike. We also do **National Bike week** when there's cycle training throughout the week and we're doing a one day fun day on 20th June we do a one day fun day demonstration, it's free, it's for children of all ages with races, prizes etc. We **don't have many specialised school buses**, unless you include the special needs units, we don't really get involved in that but they can walk round the playground to get a badge for WOW. In terms of public transport, we don't get involved in altering routes/timetables etc but we do link with **good behaviour on public transport and promoting the free Oyster card** for under 16's. We do a lot of **road safety, education and training**, with year 2 we do **pedestrian walks** – going out with children and showing them how to cross the road. On year 6 we focus very heavily on **transition**, preparing them for the journey to secondary school. In years 9 and 10 we do a map project, looking at traffic count, speeds etc. We also do **moped training** to reduce the number of youngsters that are injured on scooters with our road safety officers. We ask schools to **link travel plans in with the curriculum**, 'Every child matters'. Any school that completes a travel plan needs to survey all the parents/pupils etc and identify any areas they feel are unsafe. This information is passed to the **engineers**, identify the top 5 problems at that school and do what they can to reduce the perception of danger on the route. We're working with 8 schools at the moment; it can be anything from widening pavements, kerb build up. Only schools that have completed travel plans that have been approved by transport for London get access to that pot of money. We were a pilot borough for a **car sharing website**, 'BromleySchoolRun.org' parents could log onto a website that was linked to their school to find other parents to share with, this was about 3 years ago, "it didn't really take off because parents didn't feel comfortable logging on and finding their partner via a website." Since then we've got two rural schools that we're working with, they're literally in the middle of nowhere and they've got huge congestion outside the school. We've **adopted the WOW scheme for car sharing** for them, if parents can do it one day a week with someone that doesn't live with you, the children get badges, we've had little metal badges made up. For one term at those schools, a hands up survey showed we had a 10% increase in car sharing, so it is actually working. We've also introduced a **pedometer challenge**, whatever class has the most children

	<p>walking for a month get 30/35 pedometers, either to give to children to keep or to keep for curriculum activities. We did a competition asking children to design a banner encouraging parents not to park on the zig zags outside the school gate, we did borough wide, 15 schools took part, 1 design was chosen from each school, T-shirts for prizes and their banners. Parents are fined for parking on zig zags outside school gate; I think it's £40 between 08.30am-09.30am and 2.30pm-4pm, liable for a ticket from the traffic warden. As soon as the parents see the warden they drive off, we've just piloted now (yesterday!) a smart car with the latest CCTV equipment, with problem cars in the borough the car is parked outside and parents are oblivious. We're not going to issue fines at this stage, we'll just issue a warning, and it's a pilot for only 2 days.</p>
Interviewee 6	<p>Walking initiatives, education and training and traffic management measures. Walking initiatives are important because of the health agenda in schools, 'Healthy schools initiative' it's more popular than cycling and it's quite an easy one to sell. We've got several campaigns, it's the 'Walk to School week' next week, it's run for one week in May and October, short term initiative. We're not doing WOW yet, it's under review, it's time intensive, there's a lot of administration. There are also local walking initiatives that schools do themselves such as the pedometer trails with schools in response to their request, with year 6 pupils, 3 schools, try the packs, link with lesson plans. There's a lot of overlap with the 'Healthy Schools' agenda, climate change etc. "Walking is very popular with the children, when you ask them how they want to travel to school, they don't want to be driven." We also try and encourage park and stride initiatives, so children that live too far to walk to school can still get regular exercise. We've got 6 walking buses, we've just had a celebration for a walking bus for with Orleans school with St Stephens school, we wanted to thank them, it's been running for 5 years and is the longest running walking bus in London. Walking buses can be at both primary and secondary schools, they tend to be more popular with the primary schools. At secondary schools they're more independent, a lot take public transport. Last year we concentrated mainly on primary schools but we have got targets for all schools. Education and training is been quite important. Cycle training, 'Debra the Zebra' (regional mascot, very popular). Traffic management measures, surveys with the schools, particular issues around the schools, safety improvements, liaise with the council's engineers. We bid every year for money from TfL, we try to go for 5 T&M schemes every year. "Every year for schools that have travel plans we do surveys and walking and cycling have increased and car use has gone down" (shown by doing hands up surveys with pupils).</p>
Interviewee 7	<p>Walking initiatives and cycling initiatives. Walking and cycling, we can make them fun, they can take in the environment, learn road safety skills, and meet friends. We've got a walking bus, with a mascot 'Mr Croc', it's been launched in one school, and it's got two routes. We're hoping to get a walking bus launched at another school by the end of the summer term and we've got two walking bus co-ordinators, they're working with other schools to get more walking buses up and running. Also do WOW. Cycling is harder to get going but when we survey children they all say they'd love to cycle, it's something they'd really like to do. We've provide cycling proficiency training to a national standard, that's outsourced to a company, it's with year 5&6 children and for parents with their children. The parents are quite keen. Walking initiatives are the most</p>

	<p>effective; a lot of pupils live within a mile of the school. Haringey is split into two, the West is more affluent and the East is the more deprived area. In the East a lot of the children do work because they live close by, a couple of schools that live on part of estate, it's easier to get the WOW scheme and the walking buses, next week is 'Walk to school week', it's good to let children know how good walking can be, the health benefits etc. The Walk to school week is a huge national campaign; we've got 1,400 pupils doing it. "WOW, walking once a week is a good scheme to get parents more aware of not using the car." Lots of schools want to take up park and stride, we're working with some car parks to try and get special deals, e.g. to allow parents to get a special ticket to allow them to park for 10-15 minutes, walk their children to school and not get a ticket. None that I'm aware of have taken off yet though.</p>
Interviewee 8	<p>The effectiveness really depends on the issues the school are facing. Walking initiatives can have a really big impact but at other schools they can be difficult to set up because you're relying on volunteers, parents, grandparents, very site specific. Cycle initiatives have been less effective than walking initiatives, they're harder to set up e.g. bike trains although cycle training is fairly easy to set up. Specialised school buses are very effective in special needs schools, it has reduced the number of special needs children travelling to school by car or taxi, and we have very few specialised school buses for mainstream schools. Public transport, we've worked with schools in the past that have identified problems with the local bus timetable, we've worked with the bus company and they've put on extra bus services, it has worked very well, especially for secondary school pupils. Education and training, it works very well with primary schools, we try to marry school travel planning with road safety education, walking and cycling safety and join it with work in the school curriculum. Traffic management, that has had a big effect and was part of what used to be called 'Safe Routes to School schemes, it makes people 'feel safer' even if there hasn't been an accident there before e.g. organised crossing or a traffic island. It can bring about a modal shift, however we have had instances where we've put engineering measures in and they haven't worked, it's important to get the early consultation right with the school. Out of all of those, I think traffic management measures can be the most effective especially when it's linked in with other initiatives e.g. cycle training, in isolation it doesn't work as well.</p> <p>Walk on Wednesday, there are a few walking buses that seem to be working quite well and cycling. There's a general enthusiasm for cycling / cycling emphasis in the borough with the Southwark cyclists. Most people walk and most children want the opportunity to cycle but they don't. Free cycle training is offered at all schools but not many people have had the opportunity to have it because the LA don't have the resources/manpower to go into all schools, lack of commitment from the local authority. I think they're the only two realistic options to be honest. There's a danger that because public transport is free here for children that they are doing less walking than they used to and there are concerns from a health perspective. A primary school called Redriff are very keen on cycling, they had a cycle saturation project (see the web for more details) and they got additional, funding and training etc but I wasn't involved in that. The free public transport has made a difference to children of all ages; it's more affordable for parents to pick their children up in this way now. Across London as a whole, public</p>
Interviewee 9	

	transport has been emphasised, there has been a real a push since the introduction of the congestion charge however with walking, cycling there hasn't the same. Cycling has become more popular in London since the bombings, people are happier for their children to cycle rather than getting the tube, tube safety issue.
Interviewee 10	<p>For methods that have been most effective in Wandsworth to date, walking buses have been very effective and engineering measures because of our cluster based approach. More generally, Improvements to public transport and education and training can be effective. In terms of improvements to public transport, problems with public transport (and this primarily comes from secondary schools) is the unreliability or the perceived unreliability of services and there's overcrowding, improvements to that would make a huge step for secondary schools in getting more pupils to use public transport. These are on-going things. We'd like to see more public buses, we don't have the tube in this area, and it's more overland and buses, making them more reliable, improving connectivity between the buses and trains. Education and training, if people aren't educated in terms of what's going on with car dependency, it's not going to solve the problem, that's what we're trying to do with the school travel plans. We've got more traffic management measures, highway improvements with the money from TFL, encouraging walking buses, that's what we do more of. We're doing a lot of education and training but it's difficult with the numbers of schools, we have to prioritise them with our 'cluster programme', we target schools based on their accident and traffic history, so we have structure. We try to target areas that need it most, it's a cost ratio thing, and with our targets for 2009 we're pleased when schools approach us but we do aim to get cluster by cluster on board.</p> <p>Walking initiatives, things like WOW and the walk to school week, can make a real difference and raises the awareness. WOW is the most consistent and practical way of doing it, it's simple, achievable and it's got momentum behind it. We've also got one person who dedicates a day of the week just to WOW, this through the voluntary section of the council, we work together and can send out packs etc it's such a support, there's real potential for WOW to be a travel awareness programme on its own if you can give it the time. It's well designed, it's popular with the children and it works. There has been interest in walking buses but it has been quite difficult to get it off the ground, I think it's quite a common experience, you've got to have people who are really keen to keep it going and that's quite rare. Good cycle training for parents and pupils potentially could make a massive difference, covers more distance and can be more practical in terms of carrying things. The training would make the biggest difference for cycling, any supporting infrastructure would help and storage would be essential. As someone that cycles around I don't think that having cycle lanes makes a massive difference because often they're not well defined, inconsistent, you have to deal with roads without cycle lanes. Training and education are easy to do. If there was significant funding, school buses could be dramatic in reducing car dependency. The cycle training is quite low down but it's starting to take off with the mayor's cycle programme with free cycle storage for schools, there are now about 15 primary schools and a couple of secondary schools that have had cycle storage put in. We've got a few pilot exercises at some schools, getting some parents on board who can help those that want to cycle and cycling incentive schemes.</p>
Interviewee 11	

4. Which of the above measures do you consider <i>least</i> effective at reducing car dependency on the school run? (Please give reasons for your answer)	
Interviewee 1	<p>School journeys in this borough are not really long enough to warrant specialised school bus services, of course the special schools with children with specialised needs, and we've got almost 100% of schools attending using the school bus services. "Car sharing schemes I don't tend to encourage... It's relying on the use of the car, using one car is better than using two cars but I think we should be aiming to use no cars in this borough." Car sharing probably not very effective in this borough, possibly work better more rural areas and outer boroughs of London. At any school, most pupils 90% live within a mile or so, there's always about 10% plus coming from some distance away, especially at primary level, it might be an unreasonable expectation for them to walk or cycle, therefore driven in. In those cases, I'd advise them to drive within a mile/half a mile of the school and walk from there, stops all chaos at the school and the child can get the walk that he/she needs and we can call it walking to school, driving/walking it's mixed mode.</p>
Interviewee 2	<p>Possibly traffic management measures, you can put speed reduction/traffic calming measures in but without the 'hearts and minds' and initiatives that schools can sign up to and pupils get involved in, the traffic management measures wouldn't work. You can have a walking initiative without a traffic management measure but you can't have a traffic management measure without anything else. On its own it does not change peoples behaviour, you've got to have something else with it. When combined with other measures, that package of measures I mentioned before, it can work. If a school has no pavement right up to the school gate (and there are some) and if you put a pavement and a crossing in that would encourage people to walk, you would also need to promote the route, it needs to go hand in hand. "In the early days of our team when we were developing our own processes, we used to start with highway measures and introduce travel planning afterwards and it just didn't work." The school community was saying great lets have the measures, we're not going to do anything till those measures are in but sometimes once the measures were in place they just weren't that interested in getting involved because we hadn't got their hearts and minds into what we were trying to achieve.</p>
Interviewee 3	<p>We've haven't introduced the specialised school bus services. The short-term initiatives such as the 'walk to school week' are generally least effective as people think they've done their bit and don't need to make any more effort.</p>
Interviewee 4	<p>Possibly education and training as it's an indirect measure and doesn't physically affect people on the school run. It is good doing that but it's not as effective as some other measures. Traffic calming can help, in terms of safety. We need to take a hard stance and introduce physical measures.</p>
Interviewee 5	<p>The car sharing website didn't work. All the other methods have worked really well.</p>
Interviewee 6	<p>Public transport because we've got a large number of primary schools, it's not so feasible because they come with their parents, you've got time issues, they're paying extra. Cycling is a bit of a tricky one, we offer cycle training to year 6 pupils (including a section on road training) and we're trying to encourage year 5 pupils but the borough line is that we can't suggest</p>

	that schools actively encourage cycling because of the safety issues, it's quite a controversial one. Younger pupils can cycle with their parents. To improve cycling training we could get more staff in the local authority to do the training and get the whole family on board, adults could accompany younger children.
Interviewee 7	Car sharing because there will be less cars on the road but there are still going to be cars on the road, its not getting rid of the problem. In some instances children do have to be driven to school but I would say that is the least effective scheme. Specialised school buses could be effective if they could park away from school and the children could walk some way to school but at the moment it can cause congestion at the school gate, safety of other children that do walk.
Interviewee 8	Car sharing is the most difficult to set up, we've had a few schools that are quite interested in it but you have to canvas parents, it's hard to keep the momentum going and set up a database, you get an initial flurry of interest but it dies away. Schools taking the more informal route e.g. sharing with friends and neighbours have had more success. Car sharing can be quite hard to measure, when you're asking children of 5/6 years old how they travel to school, some of them find it difficult to understand what car sharing is and it's difficult to get an accurate response.
Interviewee 9	Improvements to public transport , we've already got what we need, we've got possible improvements in the future with the tram but I don't think it could be much better than at the moment. Other measures e.g. car sharing, traffic management measures and specialised school buses are limited because Southwark haven't had an in-house team to take it on. We've done some road safety training called kerb craft, we worked with 9 schools last year with kerb craft, the council may decide to take it on. We recruited volunteers; it was a 12-week programme, teaching them on road safety. But education and training has been fairly minimal. Car sharing if anything has been informal.
Interviewee 10	For us, one of the least effective measures are specialised school buses because schools are already well served by public buses in the area. Also car sharing, schools do it informally but formally it hasn't worked, parents are much happier doing it informally.
Interviewee 11	Car sharing – it's difficult to co-ordinate to any formal level, it happens naturally but my schools haven't had any success with it on a formal basis. "No one thing is going to completely achieve everything, probably all of them could achieve something, it's just a question of how much they can achieve and finding what's most useful for those schools. In Sutton because public transport is fairly low down, it's quite suburban and there aren't as many parking restrictions as in other boroughs or the congestion charge so most people do walk or drive. They're driving because it's a cultural thing or they're driving so they're going on to work, it's unlikely they'll shift to public transport. The buses do serve the schools well, especially the secondary schools, the primary schools are more tucked away in residential areas. Park and stride has been really successful in a few schools, it doesn't get the cars off the road but it's good for congestion outside the school, some schools have set something up with the UCI car park or local recreation ground etc. I try to encourage schools to set this up themselves partly because I haven't got the time/resources to be able to do that for everyone and also because of them owning the travel plan, if you're

	not actually working on something yourself you tend not to know what's going on. Parking enforcement , I don't get massively involved in this, there are parking attendants in Sutton and these are rotated around the schools or schools that have just done a travel plan, we'll flag it up and ask them to make a visit. I don't think it makes a massive difference to parents, it's one of these calculated risks that you take, if you're using to driving/parking everyone knows to keep and eye out for the inspector. It's almost has the reverse effect, once they been there, people aren't afraid of it for a few weeks. It's good they come on a regular basis, it's a shame they're not there every day.
5. Overall, how effective do you consider school travel work at reducing car dependency on the school run? (Please give reasons for your answer)	Very Effective / Effective / Not very effective / Not effective at all
Interviewee 1	Bit early for me to judge yet, been in post year and a half, 6 months into job, 3 schools had done a travel plan and need to do annual review, it's under way right now, when results come in, I can answer that question for at least those three schools. Until then we don't know, we have got any before/after survey data. The new survey contains before/after data see whether effective or now. Even then we'll only have the results of 3 schools, this time next year, we'll have results from 20 schools with travel plans. Introducing 'I trace' software to monitor plans, get reports.
Interviewee 2	Effective , they do make some difference and we've had good results from a number of our schools where conducting school travel work with schools and the schools taken ownership and it has reduced car dependency. Travelling to School Initiative by DfES, DfT did indicate that there's no conclusive evidence that school travel work does result in modal shift from cars , the study did find that there are wider benefits associated with school travel work e.g. in terms of air quality. It all depends on the school , you either have a school where someone's heard about what they're doing and they become a champion for that school, take it on board, it could be a parent, member of staff. They in turn talk to other schools, increasing awareness , benefits e.g. children walking and cycling to school are more alert in the classroom and other objectives that the school has to work towards. "School travel work can evidence such a lot of what the school has to do, if you can sell that to the school they do come on board and can see the benefits." "The difficult bit, if the school doesn't see the benefits at the start, is selling that to them." We've got a number of schools we've been working for 3 or 4 years and the plan is still active, it's been embedded in the ethos of the school , when new pupils come in they don't get into bad habits, new parents considering coming to the school are told about the different options, incorporating it into curriculum work though Ofsted e.g. citizenship work and 'Every child matters' (see question 8) which the children need to be involved in. "Having the school council involved is excellent" They like interesting and innovative things to talk about, it's something a bit different, something they can take ownership of. If you can get that it's great, they run with it, they're open to the sorts of things we can offer and work really well with it, once they see the benefit it's great and it grows it's own momentum.
Interviewee 3	Effective , but they are only effective when you get the buy in from different stakeholders . I've got one school travel plan

	that has been put in place by the geography teacher but there doesn't seem to be much awareness of it at the school, I wonder how many people at the school are actually aware of it, the modal shift at that school is therefore likely to be negligible. Other schools however have got buy in off lots of different parents, pupils, governors and run school fetes etc to raise awareness and are therefore much more likely to be effective at influencing modal shift. The schools with the highest percentages of modal shifts are probably about 5-6%; it really depends on the schools. I've got about 40 schools with travel plans in place, about 30 of those have got a moderate to high modal shift, only a few schools with plans have had little impact on modal shift. Often a governor, parent or teacher takes charge of the plan and can really raise awareness of it.
Interviewee 4	Effective. I was going to put very effective but we're still in the middle of school travel work so it might be too optimistic. With the introduction of parking permits, car dependency has gradually decreased, walking and car sharing etc has increased from 2003-2005. The parking permit reduction scheme started in 2004 and it will run till 2009.
Interviewee 5	At this stage it's effective with the scope to very effective. It's still early days for STP's, 36 schools have had their plan for over a year – been great, and another 29 have just finished their plans and are very enthusiastic. We are having modal shift, we monitor this on a termly basis, and it is reducing car use with peaks and troughs. In the 36 schools that completed their travel plans in March 2005, over the course of the year, the hands up survey revealed, 5% increase in pupils walking, park and stride 8% increase, car use 13% reduction, car sharing 2% increase, bus 1% increase, rail 3% increase, bike 0%, other – 1% (all sorts e.g. scooter).
Interviewee 6	Somewhere between Effective and Not very Effective. It really depends on the school. There is the potential there to have a lot of successes. Sometimes the school produces a plan and it's left on the shelf, now we have the requirement for annual reviews, they are more like living documents , that is helping and hopefully making them more effective. The problem with independent schools is that they're not under the guidance of DfES bodies and they can afford to get consultants to write it for them, they also have more issues e.g. wider catchment area, it makes it difficult. "As the momentum gains they should become more effective, it's about changing peoples behaviour so it's not going to be an immediate quick win situation." Some schools have got real good champions, at one school 3 families started the walking bus.
Interviewee 7	Effective. Especially if you've got the school council involved, to take ownership of it, if the initiatives take off, you've got the children on board, tell their parents. Yes, lots of schools have got the school council involved and consult the community and have taken the lead on it. The effectiveness of the plan depends on the schools ; all schools are different. Some schools are really proactive, environmentally friendly, eco-schools, recycling; they will get involved even if they don't have a school council. It can take other schools a lot longer to get into the process. It also depends on the area , some schools in the West, because it's more affluent are 'greener'. The money's a big incentive too. Enforcement is a big issue, we're working with the parking team, all the schools with travel plans go on a rota every 2 weeks there's a ticket inspector, they visit the school

Interviewee 8	<p>and give out tickets. As long as they're giving out tickets it does deter the parents from parking there.</p> <p>It's very site specific. At some schools school travel work has been very effective at reducing dependency on the school run, at other schools it's a very slow process, it's a matter of winning their hearts and minds. Where schools are engaged it can be effective. Most schools are keen to be engaged, the problem that schools have is that they're asked to produce so much, it can be difficult for them to prioritise, school travel issues can slip down the list of priorities. School travel is mentioned much more now in Ofsted reports so that can help, higher profile.</p>
Interviewee 9	<p>It depends on the processes that local authorities have in place, how much schools bed school travel into the curriculum, the energy and time that the local authority have to spend with the school to develop a walking bus etc. "If everything's in place and the head's enthusiastic then it can be very effective," We only worked with schools for 2 years and there's only 1 set of travel plans that is a year old so it's too early to say.</p>
Interviewee 10	<p>I'm sceptical sometimes. We've had schools come on board with the cluster programme, for schools that have chosen to come on board it has been very effective, they got a drive, someone within the school that want to promote sustainable transport etc. We're going to schools saying if you do this we'll give you X, Y and Z, it's not so effective partly because schools are doing it partly to get you off their back and they don't get funding for highway works unless you've got a school travel plan. The first year they did a travel plan and then they started to drop off, "to –date it's been effective but trying to get schools on board now is a little bit more difficult." There's no benefits for them to keep their interest, they've done their travel plan in the first year, got their grant, works funded and we're asking them to do an update in the following year and they don't necessarily get anything for that. They should get something for that, some kind of recognition. In the third year they need to re-do the whole travel plan, they get a certificate 'Go for Gold' scheme (that was for some councils up north) I'm thinking of something like that here to keep them motivated. We're moving towards travel plan templates to make it easier for them. We need more training for us for how to keep schools interested, what can we say to schools to keep them going without the money? We do have our own pot that we do put towards certain schools but not as a bonus/ a grant or a fund. More recognition of STPs, making it compulsory, making it part of the 'Healthy school's that will all help to get schools on board.</p>
Interviewee 11	<p>The jury's out, it can feel like 'flogging a dead horse'. They've all got stuff going on/got initiatives, it can be quite hard formalising that into reports and an action plan. Head teachers have got lots of child welfare issues and the national curriculum, school travel</p> <p>Plans are going to come lower down that list. There are some initiatives like WOW that can have a direct impact on how many cars there are, more broadly, it's about trying to shift the wider culture into different ways of thinking how we can travel around, rather than it being an immediate school run thing. There's a small group people that are convertible, they've just been driving because they perceive cycling as being really unsafe, they don't like the weather or there wasn't a shelter in</p>

	<p>school, in the first couple of years it will be possible to raise numbers of people walking and possibly cycling. Statistics from the 1980's shows that car use has doubled on the school run, our car culture has grown and more people own cars, it a status things, there are lots of reasons for them using their cars, lots more women work, a lot of people dropping children at school do go on to work afterwards, I'm interested to see how it can pan out. The ones that have done plans and reviews, it is going well. The UK last website /local authority school travel forum, "there's literally an obsession with how many pupils are walking to school or not walking to school and knock on issues e.g. on the environment but it can miss the point that it's a more broad picture about trying to change the culture of how people think about travelling." If you can change how they go about travelling to school it has the potential to can change the way people travel generally, even with their child, they can cycle therefore they can cycle to the local shops etc. "In one way it's good to target schools, there's the school run then there's the larger picture." If you can change the way that parents behave on the school run and how young people travel to secondary school, at secondary schools you walk until you're able to drive and then that's it, it's getting into the education system. I went to one primary school last week to explain the benefits of walking and the bad things about driving and some of the children came up to me at the end and were asking, I'm not trying to be difficult but how did you get here today? It's very right, "every child at primary school is so well versed on why they should walk because it's really good for their health, they all know about global warming, they all know it's good for their heart and their bones...but what they see is people driving." That's the challenge, "How to make other modes of transport as aspirational and adequate in a world which is really set up for driving."</p>
	<p>Part 4: Improving School Travel Work</p>
<p>6. Do you think there are any factors that make it difficult to carry out school travel work? (Please give reasons for your answer)</p>	<p>Interviewee 1</p> <p>"The first barrier is getting into the school because they know they're going to bring them some new work to do." "It's a new Government initiative and they're up to their ears in government initiatives, so there's a resistance to taking on additional work." That's the biggest barrier, that's being addressed to some extent, he can now offer for a supply teacher to do a couple of days in a school, a permanent member of staff, to write up the travel plan. I think that's a significant bit of assistance that we can offer, before we were giving them extra work without giving them extra time to do it in, we've offered this to half a dozen schools already and it's warmly welcomed and helps us get schools on board this year that were reluctant to become engaged last year. About 25 schools have plans in place, out of about 80 schools, 1/3 done travel plans, and other 2/3rds reluctant to engage. He's worked with those that are keen to engage, "I've got the easy wins done". "We've also improved our guidance to schools and we've produced a template, almost fill in the blanks type exercise and we're offering to do their data entry. We do 3 surveys for teachers, parents and pupils, produces a lot of data, we're offering now to do the data entry for them, graphs etc." Graphs has been a bit of a barrier in some schools, people getting involved with travel plans might not necessarily have the skills when it comes to excel spreadsheets, was acting as a barrier. They can spend</p>

Interviewee 2	<p>their time just doing the essential stuff, what do the results mean in relation to their school, setting sensible targets, what they need to do to achieve their targets. "Everything here, in relation to school travel plans and what we're trying to achieve in relation to school travel plans, I think we're trying to address, improve the service we provide."</p> <p>Parental choice, because of this you have a lot of pupils travelling long distances, we have to deal with that, without parental choice pupils would go to their nearest school, it would be easier to access and it becomes easier for people to cycle or walk. This is always mentioned but it is never going to be resolved as far as I know. One thing which travel advisors say is lack of support in their local authority, in Bucks we have a lot of support from senior officers and members and it helps such a lot because they promote and support what we're doing in their work, we've got good relationships with them, they always consider what we're trying to do. I've spoken to advisors in authorities which don't have that support within their authority makes it more difficult to do what they need to do e.g. they might have funding available from their Local Transport Plan which schools can bid for but that's not the case at all authorities. They might not for example work with independent schools, we treat all schools the same i.e. internal support. Within schools, if you're going to schools for the first time and the champion hasn't been identified we would talk to the head, if you are approached by a parent who is potentially the school champion but the head is not interested it can become very difficult. Heads don't have to be a member of the working group but just having their endorsement of what it is you're trying to do can make life a lot easier. The head may say they can't have one or that they could but they can't promote cycling policy, you did need that school management. The misunderstanding that some schools may have about travel planning, some might have a pre-conception that we're completely anti cars which is not correct, or that it's a special education needs school and they think it's nothing to do with them when in can be. School travel work is not necessarily about reducing car use, it may be to maintain it at the current level or concentrating on the road safety side, trying to promote the safety aspect, without the awareness increase they might not be aware of what you can do, need to talk to them, changing their mindset. Another, you can be a victim of your own success, School travel plan work is in two parts 1) work with schools to develop a plan 2) sustain the success and maintain impetus, make it part of the school ethos. Once you've developed the plan with them you still need to be there to support them, e.g. year one the advisor works with 10 schools to develop a travel plan, in year 2 they're working with an additional 10 schools to develop travel plans but they're also working with an additional 10 schools to maintain their plans. "If you're very successful and you get lots of schools up and running you suddenly find unless there's more resources in terms of people you actually can't cope." Part of the travelling to school initiative, they fund/part-fund travel advisors, one objective is to help the advisors demonstrate to their authority how they can contribute to the local authority's local transport plan for example, e.g. reduce congestion, improve air quality and safety, stp's can contribute to that. The aim is to mainstream the school travel advisor so they can get funding from the local authority, to demonstrate that they're an important asset. As work grows maybe you can get extra resources from other areas/overlap to achieve their objectives, depends on how the council is set up, travel</p>
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	advisors tend to work in different departments, some sit in education, some sit in road safety, some in engineering, e.g. overlap with walking officer/highways officer, you might be able to get assistance from them, comes back to how important it is to have that support.
Interviewee 3	<p>In London, school travel work is relatively easy because "TFL are massively supportive and there is no shortage of funding, if anything we have trouble spending the money!" "The biggest factor that can make it difficult is the length of time it takes to get changes on the ground". Everyone gets enthusiastic when you go into schools but the lag time after the initial meeting can mean it takes forever to put measures in place, this can be very demoralising, the school travel advisor may have left, everyone's forgotten about it. It's partly because you need to bid for money. One initiative which was very successful because the lag time was much shorter was an cycling initiative called 'Bike it' run by Sustrans, there was a pot of funding available so that the measures could be put in place in just a few weeks. There is also a lot of scepticism around the effectiveness of school travel work. Can it succeed? Does it reduce levels of parking? Is it safe for children to cycle? Numbers of people cycling nationally is increasing however the perception of cycling is that it's dangerous. We need to change the culture. "School travel work is unlike any project I've worked on before, probably because it's so cross cutting across different departments, it can be difficult to prioritise your method, at the same time you know it's such an important method because it cuts into all of these. The reason why it was started was to cut congestion, that's good but that's really the last thing I think about with schools, it reduces the environmental effect so you've got the department of the environment, carbon emissions and local air quality so we work with air pollution or air plan team. Then you've got the health issue, that's the one we sell the hardest to schools. Then you've got the road traffic impact and reducing the number of accidents, improving the situations outside schools. It hits all these types of things "As a school travel co-ordinators I find it very rewarding but it can be quite difficult to pigeon hold the project." You're coming at it from a planning perspective, someone else is coming at it from a health perspective, someone else is coming at it from a congestion point of view, it's all three of these, I don't think it's as recognised as it should be considering it has an impact on all of them. It probably does need a really big push from the DfT and the Department of Health. The DfH is the one that hasn't really engaged in this yet, yet health is the most important message that comes out of this, especially for kids. It's being able to join up at the top level with the DfH, in Scotland it's a joint project with DfT and DfH whereas in England its DfES and the DfT that leads on it, "If all 3 of those bodies came together we could do much more, even if its only in terms of acceptability and recognition of the project."</p> <p>"We ask schools to do a ridiculous amount, it's the one social body that's over-rammed with initiatives and changing initiatives" Every time that a school decides to take on a travel initiative I'm really thankful that they've decided it's worth their time, I know they get money, I know it ticks boxes but they don't have to do it and it's not really their responsibility, they've got performance tables and this is asking them to make a difference before pupils even get to schools, it's a big ask.</p> <p>There are a lot of disagreements between the schools and us, between the parents and the schools, parents and residents.</p>
Interviewee 4	

	<p>"We've been putting in steering groups and focus groups to try and take the lead and come to some sort of resolution for the school car parking reduction scheme." The parents don't like us taking the permits, residents get cross because parents are parking on their drives, the roads are blocked, and different views coming in. When we visit schools, we want to put measures in place right away but it can take 12-18 months for road safety measures. We need to make sure plans are up to DfES standards now to ensure schools get the funding, they also need to make sure plans are updated in accordance with the DfES agreed standards, if they don't go ahead with what they've said they'd do originally we can't put further measures in place. It's not nagging but we can't do further works if they've not fulfilled their original commitment. We spend a lot of time in NW3, e.g. Hampstead because this is where most of the schools in the borough are in NW3 e.g. Hampstead, schools in less affluent parts of the borough may be less at the forefront.</p>
Interviewee 5	<p>Lack of infrastructure in Bromley, "The cycle lanes aren't brilliant, that can make it an issue if parent wants to cycle with their children to school, if just doesn't happen." We are a Conservative borough and we don't like things like speed humps, our campaigns 'kill your speed' etc are not backed up with the infrastructure, that can make it difficult. The size of the borough, the catholic schools and COE schools have larger catchment areas and parents can choose whatever school they want their children to go to 'parental choice' so children don't always go to their local school. It is the mentality of the parents, it's quite a wealthy borough, and they don't want to leave their cars. In the schools, time is an issue. We're trying to give schools a 'pre-packed solution' as to how they deal with issues, competitions to get involved in and spell it how in black and white how travel plans can be part of the curriculum. Schools are asked for a lot so trying to make their lives as easy as possible. We've got 120 schools in the borough. Independent schools also don't tend to link with us very much, maybe because the parents pay for their children to drive so they think they can get their how they want and wider catchment areas. For schools that have completed travel plans, they're awarded capital grant funding from DfES, for primary schools this is £3,750 base and £5 per child, for secondary schools and special schools it's £5,000 per base and £5 per child. They can spend that money on capital items e.g. work in school grounds, improved lighting, paving, planting trees etc. In terms of funding for other areas of their travel plan that come from me, using money from TFL which we have to bid for. We also have to bid for money for engineering measures from TFL, "there's a lot out there for schools to get their hands onto."</p>
Interviewee 6	<p>"There's a lot of competing priorities." At Richmond we've got two posts for school travel work but we also work on work travel plans and travel awareness. There are issues in the borough externally and internally, externally, the mindset is a problem the car culture, there's a lot of wealthy areas, 4x4s, people don't like change. Funding issues, we don't always get the funding that we're after. We have to bid for funding from TFL like all the boroughs in London, they might have to cut our funding, so far we've been quite lucky but we don't know how long it will continue. We've got a new administration, it was Tory but it's just changed to Liberal Democrats, there should be a lot more opportunities. Schools lack the time and head</p>

	<p>teachers have so much they have to do, we're asking them to take something on which can be quite a lot of work. It not always compulsory, unless it's connected to a planning permission. We can offer funding from TFL for one day supply cover but it takes more than 1 day to do the plan/more than one person, also if the parent/governor is the champion we can't offer them the cover, that is a bit of an issue. STP's are not legislation yet, there are targets in the Local Implementation Plan, we're ahead of our target for last year, 16 schools to have plans in place, there are 19 in place and we're on target for this year.</p>
Interviewee 7	<p>It's not a legal requirement, although there are targets for every school to have an STP by 2010, and in London by 2009, it's not a legal requirement, that does make our life more difficult but it doesn't stop us from meeting our targets. Independent schools don't get capital grant, it makes it difficult because this is used at other schools for improvements <i>within</i> the school ground e.g. cycle storage, lockers, CCTV, improved lighting, waiting shelters, they don't get that. However if they have problems <i>around</i> the schools e.g. the roads, the pavements, we can put a bid from TfL for that's how we can get around it but it's still quite a big factor. The state primary schools and secondary schools get quite a lot of money. We got 11 independent schools in the borough, we worked with 2 last year and we're working with 3 this year, we're still contacting schools. Once one schools done it, it's easier to sell it to other schools.</p>
Interviewee 8	<p>Schools having a lot to do, they have to produce a lot of reports, it can be difficult for them to commit to producing a travel plan. The templates and guidance that has been produced helps so schools know exactly what they need to produce, there used to be very little guidance centrally, the guidance is much clearer now. Giving parents more choice over the school they send their children to makes it much harder to carry out school travel work.</p>
Interviewee 9	<p>Lack of time within schools, difficulty with identifying a champion to take it forward, local authorities that are short staffed and do not have a significant budget. At Southwark it's quite a unique situation because they've used consultants, the fact that it's been left all to us and there hasn't been a team within Southwark the effectiveness is frustrating. If everything is in-house within the local authority they can do as much as they have time to do and they don't have budget limits like we do, that's been quite frustrating because we haven't been able to do everything we've wanted to do and it's been a barrier for the last 2 years. There are a lot of other issues that schools have to deal with regarding school travel, there's a high turnover of pupils, some pupils are at schools for 2 weeks then they leave again. "At some schools travel plans are not high up there on their agenda, they need to get their SATs, their exams and get through a week at work, they're their priorities." "There's also a lot of ethnic diversity, which can mean with their parents/home situation, that they're not at that school for very long, it does make it quite difficult."</p>
Interviewee 10	<p>The number of schools, we only have 1.5 co-ordinators, we've got the dual job now of getting schools on board and updating old school travel plans. The targets are based on getting schools on board so that's your focus, we've now been told if we don't get updates for those schools on board, those schools will now drop off. Also lack of resources and time in</p>

Interviewee 11	<p>schools, they've got a million and one things to do, it's gets pushed down there. The schools need a lot of support, training. Cultural factors (see previous answer). As the same time people are up for trying things out. Money is not a problem for Las but time is. TfL has got such a big budget at the moment for travel plans, how to direct that really well with effective schemes. Embedded attitudes in the LA, there's a lot of bureaucracy and red tape that we have to get around, there isn't enough time to do everything. Those cultural things needed to be embedded across the board, if there's a group of people that really want to do something dramatically different in an area e.g. to make walking and cycling really easy, it's about accessing the willingness and time. There are layers of bureaucracy, someone at the bottom has got a really brilliant idea but they need to get approval from the next person up and the next person up and by the time it's got to the approval stage it's been watered down.. It is getting better though, policies are changing. If you can find somebody in that school that is keen to make things happen, it can make a huge difference, it's partly about the head but it's also more generally about finding someone in the schools.</p>
7. If you answered yes to question 6, what do you think is the most important factor that makes it difficult to carry out school travel work? (Please give reasons for your answer)	
Interviewee 1	<p>The most important factor is that it's not mandatory for schools to do it, there's nothing I can do to make them do it." We are asking them to take on additional work and it's the sort of work that can always be put off, there's always something that is more urgent to be done in a school. Another barrier, getting it past the head teacher to someone that can deal with it, better to get out of the hands of head teacher as soon as possible (demands on them are enormous), invariably school travel plans are not among their most urgent priorities. A school I went to this morning, travel plan form has been sitting in her in tray since I visited her last, a year ago. She's been too busy. Once I mentioned the supply cover, she immediately had one teacher in mind for the job; all we need is for her to take 2 days off work to write the travel plan. Hopefully this barrier has now been swept away but time will tell.</p>
Interviewee 2	<p>The most important factor is that every school is different, there's no one winning formula, it relates back to that toolkit/shopping bag approach. The school has to take ownership, the school can be urban/rural, the population, the ethos i.e. what it sees as being most important, the ethnic mix i.e. what different ethnicities are allowed to do, attitudes and behaviour – everyone is different, - it is the thing that makes it interesting and challenging but it is also the thing that makes it difficult, the fact that every school is different. It's also difficult getting schools on board that don't see the benefits – every school is different.</p>
Interviewee 3	<p>The Lag time – bidding for funding from the local authority takes times. We need a pot of money for on site measures and to enable traffic calming to be put in place in less than ¾ months. We need to change the culture. We need to get the message across from as many different channels as possible; on the news, we hold workshops with the children, we send leaflets to the parents from the schools, in newspapers. The argument to get people out of cars and walking/cycling is fool proof; the</p>

Interviewee 4	<p>biggest barrier is the culture, its difficult to change that.</p> <p>Disagreements between individuals and organisations, it seems to be on on-going thing. However, we have found in the past 3 / 4 months, "They realise we've being serious now so obviously taking a harder line is working, we are still having a lot of disagreements but we are starting gradually to work with each other." We have a lot of initiatives, e.g. we want to do a cycle competition for schools that are involved with school travel plans, pupils can win an I-pod shuffle, vouchers etc. We also do a school travel plan award for primary schools in June, £250 spend on sports equipment. News travels quickly throughout the borough. We've also bought some merchandise to try and get some other schools on board, we can send the merchandise e.g. pedometers to schools if they let us come in and discuss road safety issues, how we can implement a plan. "It's Simon, he's always thinking..." (i.e. innovative and enthusiastic travel plan co-ordinator)</p>
Interviewee 5	The parents' mentality (see previous answer).
Interviewee 6	Two things, time and money but they're linked. If we don't get funding we can't pay for our time or someone else's time. 50% of the funding from our posts comes from TfL, we bid each financial year, we've just been given our allocation for this financial year, waiting for the funding can make this difficult for our work timetable.
Interviewee 7	The Independent schools not getting any money (see previous answer).
Interviewee 8	The workload that schools are under , we're asking them to take on additional work. Quite often the Head seems to take everything on, they often feel that they should take ownership and this can make it difficult to progress with it if they've got lots of other work on.
Interviewee 9	"The lack of ability of the school to give time to school travel work." There is funding available to help with supply cover for teachers doing travel plans in schools but they haven't really taken it up, they've got other priorities. If it was integrated more with achieving Ofsted, and linked with 'Every child matters' then it would be much easier for schools to do it but especially in boroughs like Southwark, especially because they're deprived, they've got lots of initiatives and schemes thrown at them, it can be a bit overwhelming. If there was more communication (in the LA) between education and training to see how they could work together it would be easier for some of these schools to take travel plans on board.
Interviewee 10	Resources (see previous answer).
Interviewee 11	Time for the SA to put together good working projects that they can link into and join with so they can have good working travel plan. TFL has re-written the guidance, I haven't really used it, I find it most useful to give schools a list of criteria of things that absolutely have to be in their travel plan and the more general concepts that they should be thinking about. They can use the heading as a template then it's fairly straightforward. As the travel advisor I'll go in and speak to them rather than giving them a big fat book and say read this, it's all good sound advice (TFL guidance) it's quite wordy. I find the best way is to set up a time for a meeting, it takes 20 minutes to half an hour, take the pack, talk through the criteria, leave them some homework and then set up another meeting. We've got twenty-five approved plans and about 8 schools working on them.

<p>8. How do you think school travel work could be improved to ensure it is more effective in the future at reducing car dependency? (Please give reasons for your answer).</p>	<p>Interviewee 1</p> <p>"At the same as making it easier, safer and more pleasant to walk and cycle to school, we need to make it more awkward to people to drive their children to school." We need a carrot and stick approach, we need to make driving more expensive, "In real terms driving is cheaper now than it was twenty years or thirty ago and bus and trains are much cheaper. "Many people choose to drive such ridiculously short journeys, it's because it's so cheap. Until driving becomes more expensive and we start reallocating road space, we need to do much more than we've ever really done. If we improve walking/cycling and buses and are successful in moving people onto these and liberating this space we know from Government research 10/12 years ago that when there is a space on the road it will fill up with new traffic. We need to cut off a lot more rat runs so traffic sticks to strategic runs, arterial routes, won't cut the corners through housing estates... We also need a standard 20mph speed limit on urban roads; it's 30mph at moment, to go up or down from this you need to make a special case for each road or zone in turn, should reverse it so standard is 20mph. About 95% of London roads are this type of road where most of us live, work, shop, go to school (rather than major roads where 30-50mph could still apply). Once we get the speeds down, enforcement is another issue, this will come through satellite technology, the safety benefits will be so big, walking and cycling will be much safer and they'll also look much safer, parents will allow their children to walk/cycle. Start to tackle vicious circle that's developed, many parents defend driving to school because claim roads aren't safe, they think they're doing the best thing they can for their child in terms of safety. We need to break this circle and understand the risks better. The risks associated with sedentary lifestyles much greater (obesity, diabetes, heart trouble) hundreds and thousands dying every year compared to cycling figures, tiny fraction, only about 20 people killed on bike per year. When we ask why people don't cycle in London it's because they say it's too dangerous, in reality they need to make it look safer." "It looks more dangerous than it really is." The funding for a supply teacher we've mentioned, it's part of an improved package for schools, more presentable guidance from TFL, much more user friendly. H&F have designed a template around the guidance, worked out grid for actions, school just need to fill in blanks; it'll be obvious if schools have missed some information out. "Last year, schools handed in travel plans with important bits missing, we've tried to bolt it up so it's much tighter, it shouldn't happen this year...." The school travel plan runs from end of March to start of April, Capital Grant funding is allocated, we can look at number/quality of plans we got last year/service we provide, TFL do the same, improvements will be put into practise, time will tell. "We've done all we can to improve on last year." "The schools I've been back to in last few weeks that I've visited before have been really thankful for the improvements; very grateful for the money, the supply teacher cover, that we're going to their data entry, they recognise that the guidelines have vastly improved." We've made it a smoother, easier job for the schools to manage; we just want them to apply the tools we've developed to their own circumstances. Also made it easier for them to get started, who to involve etc.</p>
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Interviewee 2	<p>Linking it to the benefits and other objectives, the whole thing is evolving in the last 3 / 4 years, it's moved on such a lots from harder to softer measures. "You always need something else so that you can use to sell it to schools and that's where I think it can be improved." It can be part of 'Every child matters' which schools have to do (see the website), there are 5 headings, children have to feel they're valued, they participate and they have a voice. By taking part in developing a school travel plan, especially if it's the school council, it shows that the children are a part of the travel planning work and it demonstrates that every child matters, ownership. Travel plan work is also part of the self-evaluation forms that schools have to complete as part of their Ofsted review – when they're inspected the schools have to evidence the things they say they're doing, documented evidence, they might have a cycle shelter, that's great evidence of what they've achieved. As part of our own guidelines, instead of saying to schools get on and do your own travel plan, we can show that a travel plans ticks a lot of boxes for these initiatives which they have to do. Schools don't have to have school travel plans, would imposing them make them more effective? They might be antagonised by it, it's all to do with participation, and if it's imposed by LA's schools might not take ownership of it themselves. "Maybe, making school travel plans something that schools have to do will not be that effective." Maybe you could impose putting something in the curriculum, by selling the travel plan through the children, it might be effective because of the child saying to the parent they don't want to come by car. Incentives don't have to cost a lot e.g. badges/stickers we do for primary schools now – ways to keep it interesting. Year on year it's trying to keep that interest. A national promotion, people are more aware of them that may help to make it more effective. Policy changes would be a much bigger/national debate, different people/professionals will have different reasons why something does/doesn't work, there is potential, national perspective, but I don't know what that would look like.</p> <p>"The biggest problem is actually measuring whether it has been effective or not, it's quite a time consuming process and getting the schools to do it is difficult." "Being able to entrench monitoring school travel work from the outset is quite important." We're not short of money but we do tend to put the money towards capital things, "it would be better if there were four of me...more people to work directly with schools" "The 'Bike it' project had four people working with four schools, spent a lot of time, having the resources to be able to do that would be quite useful." Resources in terms of human resources too. STPs are also linked to planning permission which is good, it carries a statutory duty for the school to do one e.g. they want to get the 5K from the DfES. The Government should put the fuel escalator back in, ultimately it's all about a positive message on the soft side e.g. you should walk because it's healthy but "the only reason people will get out of their cars is if it's costing too much", particularly going short distances e.g. one or two miles, being able to really penalise people for going short distances 'non essential car journeys'. You get that situation with road charging, I had a conversation with an eleven year old the other day that suggested the they need the congestion charge outside each school, scoffed at first but it's actually a very good idea, charge for each parent coming into the school, that's a great idea.</p> <p>Make more money to promote what we do, there's only one person in each council or two; your voice can't always be</p>
Interviewee 3	
Interviewee 4	

	heard properly. In parts of the borough there is greater awareness e.g. Ewan McGregor and Jamie Oliver disagreeing with it. I'd stop car manufacturers producing 4x4 . Possibly more awareness, with the local elections just passing environmental issues are becoming more ingrained. It's good that School Travel plans now have to meet DFES standard . The Government could make people more aware and when they say they're going to implement a measure actually do it rather than just saying it.
Interviewee 5	"It could be linked as an official criteria in the schools Ofsted report." At the moment it's not part of the official criteria although we do ask schools to mention that they do have a travel plan in their report. Keeping the initiatives/momentum going, keeping ideas fresh, we're trying to inject new ideas to keep people interested. Having more staff, more money, more time . We're lucky in Bromley, we've got a large team of 5 staff, and some other boroughs just have one advisor. Making STP more official and compulsory. The Government wants all schools to have travel plans in place by 2010, the Mayor wants all schools to have them in place by 2009. "Most borough's in London are doing really well because we've got the support from TFL, it's standardised, they've got a central database called I-Trace. Across other parts of the UK, I don't think it's standardised and they don't get the pots of money."
Interviewee 6	More funding. Legislation from higher up to make school travel work compulsory, 'at the moment it can be a bit of a wish list'. Expand the transport team at Richmond, there are two of us working full time but we also have other priorities.
Interviewee 7	More money for LA's . At Haringey there's only 2 travel advisors, the council employs one, I am an agency worker. After 2008 we're (me and other agency workers are) not sure what's going to happen, we need to be funded by the council. For all the schools with plans, we need to monitor them every year, that includes another round of hands up surveys and every 3 years they need to re-write their whole plan again, if all 95 schools have one, if there's only one LA officer dealing with it, it's going to be a nightmare. Her post is funded by the Neighbourhood Renewal Funding (NRF), it's funding to improve the more deprived wards in the borough so I only improve the boroughs in the East of the borough, they're the only schools I can work with. There are other sources of funding but I don't know anything about those. You need support of people above , we've been quite lucky here, initially it wasn't like that but now people know more about travel plans and you can't get much done without having one, you don't get any funding/walking buses/training if you don't have a plan in this borough, there's more cash i.e. increased funding and increased awareness are important. I'd make them a legal requirement ; you'd have to work with your local LA. With monitoring schools that have got approved plans, I'm finding it a problem, they've done their plan, got their money, got their cycle storage or whatever and they've just forgotten about it. When it's time for their review, you need to do another set of surveys; it only takes five minutes hands-up survey with each class (the teacher asks, how do you come to school?) "It takes forever because it's not a priority for them anymore." I don't know if you got more money each year, what happens after they get the money, it just trails away, it does make it harder, they need more of an incentive. All schools have said they want cycle storage, we get funding from TFL each year, to do with the cycle centre of excellence, they provide cycle

	storage for some schools, not all the schools, that would help them, we don't know how they prioritise the schools. Maybe it would be better to give them money each year rather than a lump sum at the beginning.
Interviewee 8	<p>Modern technology, a centralised or regional website, web based resources to act as templates/examples. Some local authorities have bought packages which allow pupils to go online and enter their details but it'd be so much easier if there was one central website where this could be done, that would make life a lot easier. There would be a registration fee for schools but it would be much easier to get their results. This would be much better than using paper surveys. Central funding is available for supply cover in London to help school put plans together and this does help. It can be quite difficult sometimes working with other departments within the council, e.g. we've got some protected land that children have to walk across, we wanted to put in low level lighting but we were unable to do that and we could only upgrade the pavements, balancing different policies, the environment policies are at odds with our policies to get more children walking, it can be quite difficult.</p> <p>Creating links between education and training within the local authorities. "There's a shortage of people to do the work within local authorities and the boroughs and they're really struggling." There could be a more efficient way of choosing the way you work with schools, it's very easy to pick the easiest schools, the 'quick wins', but "it would be better to work with clusters of schools, focusing on fewer schools but doing a better, more focused job. Unfortunately the targets are there to reach all schools by 2009 so having that luxury has been taken away." Although there are no penalties for schools that do not have a plan in place by 2009 they will not achieve healthy schools status unless they have an STP in place, so it is in their own interest. "School Travel Advisors would benefit from training in the education system and how schools work, then things might work a lot better." In London, TfL has got a much larger budget and larger team, the team in TfL need to prove they're worth the money they're given, but unless schools monitor their travel plans there's no way they can justify the money. Unless schools get penalised why should they do it, considering how much else they've got to do, they've already got the money upfront, there's absolutely no incentive for them to do it (i.e. review the travel plan after it's been approved). "They have to do monitoring reviews as part of the healthy schools, it could just be part of the same thing so they're not repeating all the work." It wouldn't help by staggering the cash because some of the initiatives they want e.g. CCTV, they need all that money upfront. It's up to local authorities to identify budgetary rewards, e.g. travel plan competitions, there are ways of keeping them enthusiastic. There's no guidance for local authorities on how to keep schools enthusiastic, I don't know whether the same approach fits all, it's a situation where the local authorities know their area better than anyone else and they know what's going to work.</p> <p>Throw more money to schools so they would keep up the programme i.e. complete the plan in the first year, review number 1, review number 2 and the total review in the third year. Incentives for the school are a really big thing, money to implement things in their school. With the capital grant funding they need to spend it on fixed objects in the school, some of</p>
Interviewee 9	
Interviewee 10	

	<p>them would like to spend it on other things that are travel related but they can't spend it on that e.g. setting up schemes within the school such as a walking bus, cycle licences, that money's got to be generated from somewhere else, they've got to use their own money, so being able to spend the money for other measures on their action plan.</p> <p>Interviewee 11</p> <p>It's a whole package of everything which is kind of what I'm doing at moment, lots of traffic infrastructure to calm cars down, make 20mph a blanket, lots of cycle training with a dedicated cycle trainer for each school, bikes for parents, there are lots of really fantastic cycling solutions, we've got a very conservative cycling culture here, actually people could carry everything and their children on their bike, it is possible, if you could have some education. As in central London at the moment, as more people cycle, the more cars are aware of it and they slow down etc. Similarly with walking, making the infrastructure much more pleasant, change the design wherever we could. I get frustrated with the approach to traffic engineering in Sutton, it tends to be very old school, I worked in Kensington and that's really refreshing to have that real street design going on and the sense that streets are beautiful places, instead of having lots of iron around, having good quality pedestrian shelters, making it a more key part of the infrastructure. It's about teachers teaching what they feel passionate about, how many have an intrinsic feeling that they want to use their car less. At the moment we live in a world that is set up for driving, it's easy to give reasons why you should give your car up but you've got to be really engaged in those reasons. "The car's a habit, it's comfortable and easy and reassuring so you use it and it's a bit more effort to do something different, but when you do do something different it's really good." I use my bike a lot and it's not because I'm feeling virtuous, but it's me being selfish because I like my bike and the fresh air etc. and we need to make people feel that selfishness about not driving.</p>
9. What do you consider to be the most important factor that would improve school travel work in the future? (Please give reasons for your answer).	
Interviewee 1	<p>We need to crack down on unnecessary driving, stop building new roads and making it more awkward for people to drive, reallocated road space, cut down the speed limits. We need a complete reversal of transport policy "Streets for People" trips of the tongues of lots of people, in reality we're not seeing much of it, need to make faster inroads. "In town and cities, cars and motor transport should not be so dominant, they should not be dominant at all, I think the soft modes should be dominant; walking, cycling and the buses and we should operate a hierarchy in that sort of favour." York does this, hierarchy walking cycling and public transport first, cars last, you can drive in but it is difficult. It's been hugely successful in turning York into a walking and cycling friendly city and environment. Cars have been calmed down to sensible speeds and sensible levels. They've brought in lots of park and ride schemes, people stop outside the city and get the bus – that's the sort of policy I think we need to introduce into all our urban areas. We need to bring speeds down and control it with the satellite technology; it'll probably come with the road pricing which is the other part of the solution. Road pricing needs to be extended to other parts of the country, "Road space is a scarce resource, and it's utter folly to give it away for free." At certain times of the day, other parts of country, roads are empty so would not need to charge, but that's not the case in our</p>

	<p>borough. It's supply and demand, it's pretty obvious, while road space is free, demand exceeds supply and you end up with queues and congestion. It can also raise money for the treasury. We need new ways to charge for motoring, it's not all to be slapped on the fuel duty. We're increasing fuel tax, we could put the fuel escalator back in and we should operate a carbon tax; this would hit petrol very hard. People drive so much because it's so cheap, most marginal car journeys are indeed free, nothing to be paid, petrol in it, you've paid your road tax, all your fixed costs are paid for, there's no apparent cost, it appears to be free. We know congestion charging works, £5 to £8 a day it's cut car traffic by 30 to 40%, "What we need is pay as you go motoring...that would make you think about driving and that is what we want people to do" no charge e.g. driving on empty road in Scotland except road tax, fuel, in an urban area in the daytime you might be paying a pound a mile. Those journeys to school are very short, if it cost £1 each way, I bet that would impact on the school run, more than anything we're doing at the moment. You could pilot that at a school by offering to pay people to not to drive their children to school, they'd become better off by not driving. In Sandwich, Pfizer, they've got a fabulous travel plan, people driving in had to start paying £2 a day to park their car ("free parking subsidises driving to work, it's not really fair"), at the same time they improve the cycle parking, work with public transport to provide extra buses, vast improvements to all the improvements which is what we're trying to devise, it's the carrot and stick approach and it worked, very effective. "People respond to price signals. People are acutely price sensitive."</p>
Interviewee 2	<p>Awareness, partnership working and school travel advisors. Increasing awareness, partnership working – how school travel can help different partners achieve their different objectives and it extends beyond the school gate – parish councils, police, police community support officers. School travel advisors to consolidate the information, acting as point of contact for the school, they would find it very difficult to do it off their own backs.</p>
Interviewee 3	<p>We're thinking about achieving an end goal, what would we like to see, we've been crunching statistics, someone said "We need to make it as socially unacceptable to drive your child a mile to school as it is to not wear a seatbelt" that sums up (almost) what we're trying to achieve, instead of being nice and positive to people, saying that's bang out of order. It does hark back to the culture. Any sort of tax break you could use to promote cycling, "it's about making it as easy as possible to choose things like cycling and as hard as possible to choose things like driving." It is an incremental thing. I know what the realities are like in the classroom and it's quite difficult to change that. Less so for existing schools but for new schools, "it's about linking ideas of sustainable transport and car dependency in with the planning process", so you've got high density developments with offices schools etc so people aren't travelling ridiculous distances, with nicely segregated cycle lanes etc, that is probably key. In Hounslow we seem to be getting a bit of a roll on at the moment, it's quite a long borough from Chiswick in the West to Feltham in the East, the social make-up in terms of deprivation etc is very different, very different "Coming up with a strategy that is relevant for all those different areas is quite challenging on occasion."</p>

Interviewee 4	Give all the schools cycle shelter facilities , have a pot of money available for them to purchase bikes . We already do free cycle training , this could be introduced throughout the UK. We could restrict the catchment areas for schools . We could introduce carbon rationing for cars, this might be introduced soon. The most important factor, cycling might help , when we do surveys with schools, a lot of the kids want to cycle, more money available for that. It doesn't matter if it's a primary, secondary, state or independent school. Cycling is something perceived as dangerous, but if you look at the statistics, there are that many cycle routes in London now it's relatively easy to find a quiet route to get from A to B, it's not a problem really.
Interviewee 5	I'm initially on a 2-year contract, it's now been extended to 2006, "Having a core school travel advisor in each borough is vital." They've got to support the teams and bring everything together, parking and strategy, street services, if they were to stop the initiative it would be crazy. That's the most important thing. Without having someone to keep on top of the schools it's going to fall by the wayside. Joint venture between DfES and DfT for funding pot for jobs etc, it was announced quite late in March, there was uncertainty and some people had already left their jobs. Unfortunately they won't commit. They're evaluating it too (see Interviewee 1's comments).
Interviewee 6	Both funding and legislation are important, you need the legislation but you need the funding to back it up. A national advertising campaign has been on the agenda for some time, we're trying to rival car companies with their million pound budgets, it's never going to happen so if we can get on the back of a climate change campaign for example, if it's appropriately marketed and not patronising, we could get the parents on board because they're the ones that make the decisions at the end of the day.
Interviewee 7	More money for the measures and positions (see previous answer).
Interviewee 8	Some of the wording used in government literature 'they would /like all schools to have travel plans, I think it should be obligatory, schools should be inspected it and it should be tied in to Ofsted, that would really help. It's heading that way. The Mayor's target is that all schools should have plans in place by 2009, there is no penalty if schools don't, that it our LA target. It's using the carrot approach, whether the funding will be withdrawn when we get to 2009, maybe then they will use the stick approach? The funding that has been made available has really helped get schools on board because they can get something out of it, something tangible. The Mayor's cycle project has provided cycle storage for all schools with travel plans have been a huge help; it's been in place 3 / 4 years. Often there has been nowhere secure for children to secure their bikes and no training; we've got national standard cycle training. Generally it's a slow process and there's no overnight success, we need to preserve, think it's about 5 / 10 years down the line before we'll really benefit, it's not as successful nationwide as the government had hoped. Hopefully changes in attitude will change have effects on how pupils travel to school.
Interviewee 9	"In terms of local authorities, resources, more than the financial aspect, having enough people in the industry."

	There is enough finance there, it's just getting the staff to do the work and if a borough can employ someone to do travel plans for a cluster of schools. At the moment there aren't enough people in post to be able to do that.
Interviewee 10	Money (see previous answer). It will work eventually, it's very target driven, it's a shame we can't spend more time with schools that really want to do it and haven't yet. I think the results will show for the schools that have done it to those that haven't, rather than us trying to push them . Are the resources being spent where they should be spent? I'd love to do more. There's only myself in Wandsworth, the DfES part funds travel plan positions and it's match funded by the council, I'm here on a temporary basis as maternity cover, when she comes back she'll be part time so there will be 1.5 people doing it. It will help with the updates etc. I think it would help if you had two posts per council for idea sharing because it's such a broad topic, networking/brainstorming. We had a meeting with all the advisors together about a month ago and it was really helpful, there was another one in December, it's a day of just networking and brainstorming, it's really helpful. I travel an hour one way to come to work but it's a great job, making a difference, you feel like you're making a difference, we're working with children as well as professionals, teachers, improving the environment, it's a positive thing to do. It's stressful and there's a lot to do but at least you're not bored.
Interviewee 11	"One of the most important factors is consistency of funding from the Government, it's feels a bit 'flash in the pan' and you wonder what's going to happen in the future." There are some inconsistencies in Government policy , e.g. road building still takes such a massive chunk of their budget. At the local level, we need something a bit more radical in local people; it's about inspiring people. Street design etc.
10. Do you have any other comments regarding school travel work?	
Interviewee 1	Please call if you need any more help.
Interviewee 2	Please come back to me to clarify anything.
Interviewee 3	Please call if you'd like any more help, figures etc.
Interviewee 4	I've only been in the job 3 months. Please email me if you'd like any more information.
Interviewee 5	She'll send me WOW and car sharing information and email me information on press releases. Any information please call.
Interviewee 6	Please call if you'd like to follow anything up.
Interviewee 7	Please let me know if you'd like any more information.
Interviewee 8	If there's anything I can help with please let me know.
Interviewee 9	I'm employed as consultant by Steer Davies Gleave, there's a team of four of us, so help get the travel plans approved; we're not really working with them.
Interviewee 10	N/A
Interviewee 11	I actually work for Sustrans, Sutton has contracted me and I'm doing another project for them on transport policy for 16-18 years olds. I've been working for Sutton for 2 years.

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